

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 10th day of October, 2013, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Wood River Waldorf Methods School, a Public Charter School, Inc. DBA Syringa Mountain School (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, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014; and

WHEREAS, on August 15, 2013, 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. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- 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 2014. 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 10, 2013**, and shall continue through **June 30, 2017**, 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 articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer 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 roster of the Charter Board is attached to this Certificate as Appendix E (the “Board Roster”). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board 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: **Syringa Mountain School offers Waldorf-inspired, liberal arts and arts-integrated education, incorporating sustainable living practices and experiential learning in a K-8 public school setting. Each child will impart meaning and direction to their lives, through cultivating their intellectual, physical, emotional, social and creative capacities in natural learning environments. Through a supportive community of peers, parents and teachers, each child will become a confident, self-directed and engaged learner, invested in his/her own education.**
- B. Grades Served.** The School may serve students in **grade kindergarten through grade eight, per the approved growth table included as Appendix J.**
- C. Design Elements.** The School shall implement and maintain the following essential

design elements of its educational program:

Use of a Waldorf-inspired program including:

- Teacher looping such that cohorts of students move through multiple grades together with the same classroom teacher;
- Application of curriculum designed to be developmentally appropriate and therapeutic for students;
- Implementation of a schedule organized to include Main Lesson, Practice Periods, and Specialty Subjects;
- Balance of academic studies with artistic and social activities;
- Alignment with the Idaho Common Core State Standards and Idaho State Standards;
- Fostering of strong parent involvement in the school, including provision of parent educational opportunities; and
- Creation of a safe learning environment through a positive but firm disciplinary approach.

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 F. 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. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 520 students, with annual per-class and overall enrollment caps to be followed as outlined in the approved growth table attached as Appendix J.
- 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. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.
- D. School Facilities.** The School shall identify the location of its facilities pursuant to the terms of the Pre-Opening Requirements. 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: Blaine County School District. An attendance area map is attached as Appendix K.
- 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 F.
- 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 October 15 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 I.
- 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 I.
- 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 I.
- 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, attached as Appendix G. 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 10, 2013**.

Alan Reed

Chairman, Idaho Public Charter School Commission

Mary Ann

Chairman, Syringa Mountain School Board

Appendix A: Conditions of Authorization/Renewal
Appendix B: Charter
Appendix C: Pre-Opening Requirements
Appendix D: Articles of Incorporation and Bylaws
Appendix E: Board Roster
Appendix F: School Performance Framework
Appendix G: Authorizer Policies
Appendix H: Enrollment Policy
Appendix I: Public Charter School Closure Protocol
Appendix J: Enrollment Capacity Growth Table
Appendix K: Attendance Area Map

Appendix A

Conditions of Authorization Syringa Mountain School

On August 15, 2013, the Public Charter School Commission approved the new charter petition for Syringa Mountain School contingent upon satisfactory completion of the additional revisions recommended in PCSC staff's August 6, 2013, petition review. "Satisfactory completion" will be determined by PCSC staff. PCSC policy specifies that the revisions must be approved by PCSC staff no later than the next, regular PCSC meeting, scheduled for October 10, 2013, in order for the petition approval to become final.

Appendix B: Charter

SYRINGA MOUNTAIN SCHOOL

Cultivating the Head, Heart and Hands

A Petition to Establish a Public Charter School Beginning in August of the 2014–2015 school year. Opening with Grades K–5 the first year and adding additional grades each subsequent year through 8th grade within or near the city of Hailey, Idaho

Available to all Idaho students with a primary attendance area consisting of Blaine County School District No. 61

Submitted to Public Charter School Commission May 17, 2013

Revised and resubmitted July 16, 2013 and August 2, 2013

Contact: Dr. Mary Gervase,
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Syringa Mountain School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, 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 of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or mail.

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ACKNOWLEDGEMENTS

We were most fortunate to incorporate so many ideas and practices from others who have gone before us to show us the way. We aspire to create a school modeled on your good work. Thank you.

The Mountain School, Kate Woods and the Woods Family who began this journey for all of us!

Desert Star Charter School, Journey School, a Public Charter School, Mountain Sage Community School, Palouse Prairie School of Expeditionary Learning, Sage International School of Boise, The Sage School, Tomorrow River Community Charter School, Waldorf School of Cape Cod, Waldorf School of Baltimore, Wisteria Charter School, Yuba River Charter School, Michelle Clement Taylor, School Choice Coordinator, Idaho State Department of Education, Dr. Nick Hallett, Commissioner, Idaho State Public Charter School Commission and Idaho Capacity Building Project and Don Keller, Principal, Sage International School, Alison Redman Henken, Public Charter School Commission Program Manager, Mike Schlatter, Randy Flood, Dale Bates, Svea Grover and so many others.

Our sincerest gratitude.

SMS Founders: Ben Rogers, Joy Spencer, Travis Scott, Phoebe Pilaro, Greg Bloomfield, Don Keller

TAB 1 EXECUTIVE SUMMARY, VISION AND MISSION STATEMENTS

EXECUTIVE SUMMARY

Wood River Waldorf Methods School, a Public Charter School, Inc. Doing Business As (DBA) Syringa Mountain School, is answering the call from Wood River Valley Families to provide a unique, rigorous, holistic, free, public school of choice to all families who choose it. Slated to open August 2014, this will be the **first** public Waldorf charter school in Idaho and the **first** public school of choice in the Wood River Valley.

What is Syringa Mountain School? It is a K-8 public school choice that

- ✓ Nurtures the intellect, imagination, and emotional life of each child.
- ✓ Offers a rigorous, relevant, balanced, and memorable liberal arts education.
- ✓ Incorporates sustainable living practices and experiential learning through daily animal husbandry and gardening skills.
- ✓ Infuses academics with singing, painting, drawing, flute, violin, storytelling, handwork, and drama.
- ✓ Touches children's hearts and kindles their imaginations.
- ✓ Inspires children to live engaged and successful lives, prepared to meet the demands of their world

What is Waldorf education?

Waldorf education is the fastest growing independent educational movement in the world. In the U.S. alone, there are over **50 public Waldorf charter schools** and 129 private schools. Approximately 1000 Waldorf schools and 1,600 Waldorf early childhood programs span 91 countries and five continents. Waldorf education is truly global, not only in its scope, but also in its approach.

While many Waldorf schools are private, The George Lucas Educational Foundation reported in 2009 that the number of public schools inspired by Waldorf educational methods is growing fast, fueled in part by the passage of the No Child Left Behind Act and the charter school movement. **1**

This educational model is a compelling public education option, incorporating new and different research based strategies that improve and enhance both student achievement, cognition and social emotional health.

Offering a “Waldorf-inspired, liberal arts and arts integrated education designed to promote the growth and development of the whole child, and incorporating sustainable living practices and experiential learning in a K-8 public school setting. Our school fosters the intellect, nurtures the imagination, and recognizes the emotional life of each child. Our aim is to inspire children to live engaged and successful lives, prepared to meet the demands of their world.”

The philosophy of Syringa Mountain School is founded upon the conviction that children are innately curious about themselves and the world; they inherently want to learn, discover, and create. The role of the school is to nourish and guide this natural exuberance, energy and delight in the quest for meaning and knowledge. Creative approaches in which the arts are integrated into academic learning serve to wholly engage the child and provide an experiential, multi-sensory context for understanding intellectual concepts. The experiential study of world cultures enriches the student's expanding world-view, giving an appreciation for diversity, flexibility of thinking, and an intrinsic empathic understanding of social and cultural issues. The school's overall educational approach is designed to instill in its students not only high standards for academic achievement and civic responsibility, but also a sustaining degree of intellectual curiosity, creative thinking, problem solving and creative self-expression, as well as valuable interpersonal and intrapersonal life skills. Class teachers stay with the same group of Waldorf students, advancing through the grades for multiple years, allowing for trusting relationships to be established and true mentorship to take place.

The Waldorf-inspired approach to education recognizes that certain capacities emerge in students at fairly predictable stages, while also allowing for individual rates of maturation and uniqueness. This appreciation for the metamorphosis of comprehension underlies both the organization of the curriculum and the changing methods of teaching. Classrooms, materials used and curriculum cultivate a sense of beauty, wonder and deep respect for the natural world, affirming that the intelligence and imagination of the young child is best developed without the use of technology; up to grade six computer technology is used only as a practical necessity for computer based testing, library and research purposes. Learning a second language begins in first grade. The joy of music enhances cognitive development throughout all of the grades. Cooperation and self-advancement is encouraged rather than outwardly directed competition. The goal of this educational experience is to enable students, as fully as possible, to freely choose and realize their individual path through life. The school community is further connected through optional seasonal programs and festivals.

What does the research say?

There is a growing body of research substantiating Waldorf practices and curriculum and their holistic, balanced approach to education. Although research is cited throughout this document, these studies are indicative of this growing research pool.

In a recent study, 2011, public Waldorf schools were compared to traditional public schools using their district standardized test scores in Reading and Math. Test score results suggested the Waldorf experience provided a slower academic build-up resulting in lower test scores in Kindergarten and the early primary grades followed by higher levels of advanced performance by the 8th grade.²

Waldorf students are less exposed to standardized testing; such tests are generally absent or minimal in the elementary school years. Despite this, U.S. Waldorf pupils' SAT scores have usually come above the national average, especially on verbal measures.³ Studies comparing students' performance on college-entrance examinations in Germany found that as a group, Waldorf graduates passed the exam at double to triple the rate of students graduating from the state education system,⁴ and that students who had attended Waldorf schools for their

entire education passed at a much higher rate (40% vs. 26%) than those who only had part of their education at a Waldorf school.⁴ Educational successes of private Waldorf schools may partially reflect the social status of their students.⁵

In "Learning from Rudolf Steiner: The Relevance of Waldorf Education for Urban Public School Reform," a study published in 2008 in the journal *Encounter: Education for Meaning and Social Justice*, researcher Ida Oberman concluded that the Waldorf approach successfully laid the groundwork for future academics by first engaging students through integrated arts lessons and strong relationships instead of preparing them for standardized tests. In her assessment of four California public schools that use Waldorf methods, Oberman found that students tested below peers in language arts and math in the second grade, but they matched or tested above their peers in the same subjects by eighth grade.⁶

A 2009 study comparing Waldorf and public school students in New Zealand found that the Waldorf students, who had no formal instruction in reading in pre-school or kindergarten, caught up in reading ability by around age 10, at which point there was "no difference in reading achievement between children who had been given early instruction in reading and those who had not".⁷

Despite their sometimes lessened exposure to standardized testing situations, U.S. Waldorf pupils' SAT scores have typically come above the national average, especially on verbal measures. See Todd Oppenheimer's "Schooling the Imagination" article in Atlantic Monthly, Sept. 1999, for detailed analysis.⁸

"Our findings from the QCA suggest that public Waldorf schools are able to provide a more holistic experience for their students, while giving them the ability to be ultimately successful in academics over the course of a K-8 education. This study draws into question the value of early test scores as predictors for later performance for students in Waldorf schools. Based on our data, early test scores provide poor predictive value as to the quality of education of Waldorf students are receiving at least as measured by test scores and national rating scales. This lack of correspondence of test scores to qualitative measures of schools performance should be a considerable concern for policy makers who support testing in the early grades. If we are to gauge schools based on test scores then these tests should at least be reliable measures of student outcomes in later grades. If not, then we must question the expense, time and stress of testing at all. Until reliable measures of school quality are available, the impact of testing should be minimized, especially in the lower grades" (Larrison, 2012).

There are some font changes in the section below

European schools Waldorf research

A 2008 report by the Cambridge-based *Primary Review*, found that "educational alternatives, including Steiner-Waldorf schools and home schooling, produce better academic results."⁹

A 2005 UK Department for Education and Skills report noted significant differences in curriculum and pedagogical approach between Waldorf/Steiner and mainstream schools and suggested that each type of school could learn from the other type's strengths: in

particular, that state schools could benefit from Waldorf education's early introduction and approach to modern foreign languages; combination of block (class) and subject teaching for younger children; development of speaking and listening through an emphasis on oral work; good pacing of lessons through an emphasis on rhythm; emphasis on child development guiding the curriculum and examinations; approach to art and creativity; attention given to teachers' reflective activity and heightened awareness (in collective child study for example); and collegial structure of leadership and management, including collegial study. Aspects of mainstream practice which could inform good practice in Waldorf schools included: management skills and ways of improving organizational and administrative efficiency; classroom management; work with secondary-school age children; and assessment and record keeping.¹⁰

A 2006 PISA study of Austrian students found that Austrian Waldorf students are above average in science. The Waldorf students did best in understanding the questions raised by science and the ability to solve scientific problems and were also above the OECD average for their joy and interest in science.¹¹ The authors concluded "The relatively high expertise in science among Waldorf students, in combination with their very high motivation and interest in these subjects, as well as the various pedagogical principles, suggest that regular schools can learn from the Waldorf schools, particularly with regard to concrete application to the sciences."¹²

Creativity

A study comparing the drawing ability of children in Steiner/Waldorf, Montessori and traditional schools concluded that "the approach to art education in Steiner schools is conducive not only to more highly rated imaginative drawings in terms of general drawing ability and use of color but also to more accurate and detailed observational drawings,"¹³ while another study found that Waldorf pupils average higher scores on the Torrance Test of Creative Thinking Ability than state-school students.¹⁴

At Risk Students

The Thomas E. Mathews Community School in Yuba County, California serves high-risk juvenile offenders, many of whom have learning disabilities. The school switched to Waldorf methods in the 1990s. A 1999 study of the school found that students had "improved attitudes toward learning, better social interaction and excellent academic progress."¹⁵ This study identified the integration of the arts "into every curriculum unit and almost every classroom activity" of the school as the most effective tool to help students overcome patterns of failure. The study also found significant improvements in reading and math scores, student participation, focus, openness and enthusiasm, as well as emotional stability, civility of interaction and tenacity.¹⁶

Ida Oberman, author of *The Waldorf Movement in Education from European Cradle to American Crucible 1919–2008*, is so convinced that Waldorf holds answers for urban school reform that in August she launched a Waldorf-inspired school of her own: the Community School for Creative Education in nearby Oakland, California, now in its second year of operation (Oberman,2010)

While most Waldorf schools are elementary, the Bill & Melinda Gates Foundation helped launch the first public Waldorf high school four years ago at the George Washington Carver School of Arts and Science in Sacramento, California. Test scores have since risen dramatically: In 2008, 67 percent of 11th-graders scored “far below basic” or “below basic” in English; in 2011, just 12 percent did.

The most comprehensive research to date on North American Waldorf graduates spanned 60 years of US and Canadian Waldorf high school graduates, from 1943-2005 produced these results. [.17](#)

The images (below) are difficult to read – can you make them bigger / clearer?

US Colleges and Universities from which Waldorf Alumni/ae Have Most Frequently Graduated	
1. Oberlin College (including music conservatory)	11. St. John's College
2. Hampshire College	12. Temple University
3. University of California, Santa Cruz	13. Vassar College
4. Prescott College	14. Wesleyan University
5. Bennington College	15. Adelphi University
6. University of California, Berkeley	16. Amherst College
7. Earlham College	17. Boston University
8. Emerson College, Boston	18. Bowdoin College
9. Harvard University / Radcliffe College	19. Brown University
10. Smith College	20. Cornell University

Source: Research Institute for Waldorf Education

Waldorf Graduates Exceed General US Population in Humanities & Science Majors

Declared Majors	General US Population 1991-2002	Waldorf Graduates 1991-2002	Waldorf Graduates Relative to General US Population (Likelihood Multiplier)
Arts & Humanities	14.6%	39.8%	2.7 x
Social & Behavioral Sciences	10.9%	29.9%	2.7 x
Life Sciences	6.2%	9.9%	1.6 x
Physical Sciences & Math	2.0%	2.8%	1.4 x
Engineering	6.4%	1.8%	0.3 x
Computer & Information Sciences	6.1%	2.5%	0.4 x
Education	7.3%	2.1%	0.3 x
Business & Management	19.3%	4.6%	0.2 x
Health	11.6%	5.6%	0.5 x
Other Technical & Professional	9.7%	0.4%	0.0 x
Vocational, Technical, & Other	5.9%	0.6%	0.1 x

Source: Research Institute for Waldorf Education

Perhaps the most significant support for Waldorf education comes from an unlikely source, findings from the brain sciences and the emerging field of Mind, Brain and Education (MBE). MBE is a program cofounded by one of the central figures in modern holistic approaches to education, Howard Gardner. The primary goal of this initiative as defined by another of the founding members, Kurt Fischer is “to join biology, cognitive science, development, and education in order to create a sound grounding of education in research” (Fischer, 2009, p. 3). MBE is a growing field that holds promise for holistic educators (Sousa, 2010; Tokuhamma-Espinosa, 2011) and is especially compatible with Waldorf education. . 18

These results support further investigation into the Waldorf approach and indicate it may have potential for guiding pedagogy towards a more holistic approach in public education. Future research should examine the emergence of cognitive capacities such as creativity, flexibility, and innovation specifically in students participating in public Waldorf schools. Syringa Mountain School is working with Boise State University and the Pesky Learning Center to provide this research base as the school is launched (Appendix E).

The section below feels like it belongs in the educational program. You have already provided plenty of content in the Executive Summary about the Waldorf approach and the research that backs it; this is getting into more details than necessary.

Some highlights of the Waldorf approach to teaching:

Music, art, and movement are greatly employed in the learning process. Those emphasized are dance/eurythmy, water colors, flute/recorder and in later years violin/cello, songs in the round, knitting and crocheting, wood carving and nature crafts.

- Story-telling is used to awaken imagination, build vocabulary and oral language, retain attention and teach subjects such as math, history, geography, social studies, writing and reading.
- Emphasis is put on nature and environmental stewardship. Children will spend much time outside exploring the world around them gaining a deeper understanding of science and nature studies.
- Children are taught real-life tasks such as housekeeping, cooking, fiber arts and gardening.
- Technology is de-emphasized in the early years at school and at home. Parents of enrolled children will be expected to greatly limit their children's exposure to computers, TV, and video games.
- Spanish immersion begins for students in first grade.
- Teachers follow their students from first grade until middle school. This allows teachers to develop a stronger relationship with their students, giving them the knowledge to create curriculum based on their students' needs and strengths.
- Main lessons (which include all traditional subjects) are typically taught in 6 week sessions. Children gain a deep and personal relationship with the material therefore retaining it longer.
- Seasonal studies and festivals are taught and celebrated throughout the year.

The Waldorf method of education offers an academically rigorous curriculum presented in a developmentally appropriate and arts-integrated context. By combining elements of a traditional Waldorf curriculum, sustainable living, and Idaho State Standards and Core Standards, students will excel academically and transition gracefully into upper level public high school settings.

Why the Wood River Valley?

Current research continues to add greater credence to this unique three dimensional, well rounded view of human development- the development of children’s mental, emotional and physical capacities; also called thinking, feeling and willing; heart, head and hands. Utilizing this cutting edge research, Syringa Mountain School intends to serve as an education innovation incubator for the Blaine County School District and other Idaho school districts.

While the Blaine County School District provides a number of excellent educational choices to parents and families ~~in our area~~. Syringa Mountain School proposes a significantly different educational choice that is not presently available and is in demand both locally, nationally and internationally. ~~—will expand enhance the variety of educational choices that the Blaine County School District offers to its families.~~ The Syringa Mountain School, will educate children of the Wood River Valley with a Waldorf inspired curriculum, a biodynamic farm experience and an empowering wilderness skills program, thanks to a cadre of committed and visionary staff and parents. The school will initially offer Kindergarten through 5th grade classes, expanding through 8th grade as the school population grows.

Typically, Waldorf education is only available in private school settings, accessible only to those in the upper economic echelon of our society. We strongly believe that education inspired by Waldorf methods and curriculum should be made public and tuition-free so that all who wish to attend have the option to do so, regardless of their socioeconomic status. In this way, we can ensure social justice in school choice. In addition, Hailey, Idaho is the ideal home for a public school where Waldorf and sustainable living methods are practiced; Syringa Mountain School reflects and represents the values of a growing population in our community.

The “Waldorf or Waldorf-inspired?” section and the “Where did the idea for the school come from?” sections seems like they should be moved to be with the other Waldorf information (earlier in the Executive Summary, probably before the Research section).

Waldorf or Waldorf-inspired?

The term “Waldorf” is trademarked, protected and available for use only by private education institutions, with guardianship held by the Association of Waldorf Schools of North America (AWSNA). The use of standardized and required testing, as well as the removal of certain aspects of traditional Waldorf curriculum and practices, means that Syringa Mountain School is not a true Waldorf school, and thus, cannot claim to be one in title. The rise of public, charter schools inspired by Waldorf methods and curriculum is leading to the possible development of criteria through which public, Waldorf-inspired charter schools could become accredited. The Alliance for Public Waldorf Education, of which Syringa Mountain School is a member, is the primary support network and advocacy group for Waldorf-inspired charter schools in the United States. SMS intends to continue its membership with the Alliance for Public Waldorf Education, remaining informed about future developments in this regard.

Where did the idea for the school come from?

Our vision for a charter school using Waldorf-trained teachers and Waldorf methods began three years ago. The Wood River Valley is home to one of only two Waldorf schools in Idaho. For the past 7 years, a non-profit private school located in Bellevue, Idaho, The Mountain School has educated children of the Wood River Valley. With the downturn in the economy over these past three years, the school is slated to close its doors. A group of interested, passionate and active parents and staff began to investigate founding a public Waldorf school that would bring this methodology into the public arena. Through their research, they uncovered the national burgeoning public Waldorf charter school movement and began communicating with schools in Colorado, California, Washington and Oregon. Recognizing that traditional school settings work well for most children but not all, this group is now presenting this petition to diversify the educational opportunities for students and parents in the Wood River Valley through establishing Syringa Mountain School. The results of a survey of prospective students (**Appendix O**) have produced 142 interested students (125 K-5, and 17 preschool). **76** names of registered voters (**Appendix B**) is an indication of the broader community interest and support for this school choice.

Who Syringa Mountain School will serve

Syringa Mountain School is planned to open the fall of 2014, with students in Grades K–5 the first year and adding additional grades each subsequent year through 8th grade. The school will be located within or near the city of Hailey, Idaho. The school will be available to all Idaho students with a primary attendance area consisting of Blaine County School District No. 61. Syringa Mountain School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs.

The growth table (below) does not need to be in the Executive Summary, since it's in Tab 7.

Syringa Mountain School probable or expected enrollment and growth (maximum numbers per grade)

Year:	1	2	3	4	5	6	7	8	9
K (half-day)	20	20	20	20	20	20	20	20	20
K (full-day)	20	20	20	20	20	20	20	20	20
1st Grade	25	25	25	25	25	25	25	25	25
1st Grade		25	25	25	25	25	25	25	25
2nd Grade	25	25	25	25	25	25	25	25	25
2nd Grade			25	25	25	25	25	25	25
3rd Grade	25	25	25	25	25	25	25	25	25
3rd Grade				25	25	25	25	25	25
4th Grade	25	25	25	25	25	25	25	25	25
4th Grade					25	25	25	25	25
5th Grade	25	25	25	25	25	25	25	25	25
5th Grade						25	25	25	25
6th Grade		25	25	25	25	25	25	25	25
6th Grade			25	25	25	25	25	25	25
7th Grade				25	25	25	25	25	25
7th Grade					25	25	25	25	25
8th Grade						25	25	25	25
8 th Grade							25	25	25

Total	165	215	265	315	365	415	440	440	440
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How student and school success will be defined

Syringa Mountain School will provide an exceptional, time-tested and research-based, educational experience for students. By supporting the local need for Waldorf methods and sustainability in a public school setting, the school will inspire and educate families in our area. We define success to include:

- **Achieve a three star rating or higher through the Idaho State Department of Education Statewide Accountability Rating System.***
- **Educate students able to compete academically with their public education counterparts.** By the end of 8th grade, SMS students will equal or surpass their counterparts as measured by State assessments.
- **Institute a Thriving and Complete Waldorf-Inspired Program (pre-K - 8):** Ensure that all Waldorf-inspired programs are in place and thriving, and that all teachers are Waldorf-trained.
- **Model of Financial Stability:** Create the conditions for a productive and stable revenue flow to the school, ensure that teachers and staff are fairly compensated, all programs are properly funded, and a school campus is affordably financed.
- **Foster Effective Communication within our School Community:** Develop systems and mechanisms to enhance communication within the school community.
- **Nurture an Engaged, Waldorf-Inspired Community Committed to Sustainable Volunteerism:** Organize and promote the active participation and collaboration of parents and others in a way that taps but does not exhaust all parents in the community.
- **Design and Build a Beautiful, Eco-Friendly Campus:** Ensure that the new campus is built to enhance and teach about sustainability, and that it contains all the spaces needed to advance a vibrant, Waldorf-inspired curriculum.
- **Involve SMS within the Blaine County Community:** Reach out to the broader community to 1) enhance the school's image, 2) broaden its funding base, and 3) increase mutually beneficial collaborations and partnerships, 4) expand the uses of the school campus making it available to community groups and schools and 5) educate county residents about the merits of Waldorf-inspired education.
- **Create a Biodynamic Farm and Wilderness Education Program:** Develop a farm-based curriculum that teaches the principles of biodynamic farming, and that uses the school campus for hands-on farming and wilderness skills experiences for all students.
- **Inspire** children to live engaged and successful lives, prepared to meet the demands of their world as educated and responsible human beings.

*In addition to the State growth and achievement measures, student achievement will be additionally measured and evaluated using the variety of methods indicated by the Waldorf education model such as whole child rubrics, portfolio reviews, parent teacher conferences, and narrative report cards.

These multiple measure, formal and informal approach to assessment is a critical component to schools employing Waldorf methodology. In a recent study, public Waldorf schools were compared to traditional public schools using their district standardized test scores in Reading and Math. Test score results suggested the Waldorf experience provided a slower academic build-up resulting in lower test scores in Kindergarten and the early primary grades followed

by higher levels of advanced performance by the 8th grade.² This study as well as numerous earlier studies, suggest that public Waldorf schools are able to provide a more holistic experience for their students, while giving them the ability to be ultimately successful in academics over the course of a K-8 education.

These results support further investigation into the Waldorf approach and indicate it may have potential for guiding pedagogy towards a more holistic approach in public education. Future research should examine the emergence of cognitive capacities such as creativity, flexibility, and innovation specifically in students participating in public Waldorf schools. As holistic education grows in the public sector, there is the need to support the approach as reliable and valid. SMS is working with Boise State University and the Pesky Learning Center to provide this research base as the school develops **(See Appendix E)**.

Mission: Cultivating the Head, Heart and Hand.

Syringa Mountain School offers Waldorf-inspired, liberal arts and arts-integrated education, incorporating sustainable living practices and experiential learning in a K-8 public school setting. Each child will impart meaning and direction to their lives, through cultivating their intellectual, physical, emotional, social and creative capacities in natural learning environments. Through a supportive community of peers, parents and teachers, each child will become a confident, self-directed and engaged learner, invested in his/her own education.

Vision

Syringa Mountain School will be a highly sought after public school providing a rigorous integrated educational program through a whole-child approach to learning. By integrating traditional Waldorf methods and curriculum with the Idaho Common Core State Standards and Idaho State Standards, children will emerge from Syringa Mountain School with a life-long passion for learning, well prepared for the transition into other academic programs, as creative thinkers, engaged citizens with a strong work ethic, and prepared to become stewards of the earth and its many diverse communities.

Syringa Mountain School will embrace the key aspects of the local sustainability movement, providing students and their families with an increased connection to their local environment. By utilizing the rich community resources of Blaine County and through ongoing cultivation and development of the school's garden and farm, all children will be enabled to deepen their connection with the earth, self and community.

As a result of attending Syringa Mountain School, students will demonstrate

- Reverence and stewardship for self, others and the earth.
- Creative and imaginative thinking.
- Critical thinking and good judgment.
- Literacy.
- Responsibility and self reliance.
- Lifelong learning.

TAB 2 PROPOSED OPERATION AND POTENTIAL EFFECTS OF THE PUBLIC CHARTER

Proposed Operations *Organization: Ref. Idaho Code 33-5204(1)*

SMS is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c) (3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. The Articles of Incorporation for SMS were filed with the Secretary of the State of Idaho July 10, 20132. SMS obtained a Employer Identification Number 35-2450616 on 7/24/2012. The 501(c) (3) application was received by the IRS on September 26, 2012 (See Appendix A), and is anticipated to be approved late July 2013.

A. Founders

Our vision for a charter school using Waldorf-trained teachers and Waldorf methods began three years ago. The Wood River Valley is home to one of only two Waldorf schools in Idaho. For the past 7 years, a non-profit private school located in Bellevue, Idaho, The Mountain School, has educated children of the Wood River Valley. With the downturn in the economy over these past three years, the school is slated to close its doors. A group of interested, passionate and active parents and staff began to investigate founding a public Waldorf school that would bring this methodology into the public arena. Through their research, they uncovered the national burgeoning public Waldorf charter school movement and began communicating with schools in Colorado, California, Washington and Oregon. Recognizing that traditional school settings work well for most children but not all, this group is now presenting this petition to diversify the educational opportunities for students and parents in the Wood River Valley through establishing Syringa Mountain School.

The Founders of Syringa Mountain School represent a larger group of interested and committed parents, educators, and community members.

In the sentence above, I recommend you reference Appendix D. Then you should delete all of the detailed information about your founders (below) since it is duplicative with information provided in the appendix and isn't needed in the petition narrative / this section.

Mary Gervase is the part time Director of The Mountain School and an educational consultant for the Idaho State Department of Education Capacity Building Project. She was the Executive Director and Co-Founder of the Sun Valley Spiritual Film Festival. She has served as the Director of Education for the 2009 Special Olympics World Winter Games, as well as the Assistant Superintendent of the Blaine County School District, in Hailey, Idaho. She has worked as a K-8 elementary teacher, a school guidance counselor, an assistant principal and principal, and as a State Department of Education consultant in locations spanning Utah, Idaho, New Mexico, and with the Department of Defense Dependent Schools System (DODDS) in both Scotland y. Her education includes a Bachelors Degree in Elementary Education, a Masters Degree in Educational Psychology, and a Ph.D. in Educational Administration.

Ben Rogers is employed as a Financial Engineer with the hedge fund manager Sun Valley Gold. In this capacity he is responsible for research, development, and implementation of automated trading strategies. Ben holds a BA in Economics from Cornell University and an MBA (Honors) from the University of Chicago Booth School of Business. He resides in the Sun Valley, Idaho area and is the father of two children that attend The Mountain School, a private Waldorf school. The enthusiasm of his children for this school has motivated him to help make Waldorf education available to all children of Sun Valley.

Travis Scott is a native of western Montana and grew up immersed in wilderness and animal care. Travis lives in Hailey with his wife, Carrie, and daughter, Cora, and is currently enrolled in the Micha-el Institute Waldorf Teacher Certification in Portland, Oregon. He earned a B.A. in English Literature from Centre College in Danville, Kentucky in 1995. Travis has a decade of experience as a wilderness river guide, has taught skiing and swimming, and has a wide range of woodworking skills. Travis has a passion for human growth and helping each person express their deepest potential. In addition to his Waldorf studies and teaching, Travis owns and operates The Well Life Center in Hailey, dedicated to innovative means of enhancing wellness and health.

Don Keller serves as our charter school expert. He brings over 26 years of educational experience to Syringa Mountain School. He has experience working as a school administrator and teacher in the elementary, middle, and high school levels. Don was an original founder of the Sage International School of Boise and currently serves as the schools Executive Director. He is an active member of the Idaho Charter School Network and has provided extensive consulting and mentoring to start up charter school groups. When he is not running schools and doing educational research, Don enjoys the mountains, reading, traveling, and spending time with his family.

Joy Higdon Spencer serves as our liaison with the Blaine County School District. She is currently a first grade teacher in the Blaine County School District. She has worked in a variety of capacities in the education arena, as a teacher, para-professional and as an outdoor educator and naturalist guide. She received her MA in Elementary Education from Western Governors University and her BA in Environmental Studies and Biology from University of Tennessee. Her son has had the great fortune to attend Waldorf schools and camps, of which Joy is a huge advocate. She is an innovative and compassionate educator, who believes children have the right to a holistic education that fosters increased understanding of our natural world coupled with global awareness and 21st century skills.

Greg Bloomfield is a business man with 29 years of experience managing the overall operations of one of the more respected Independent Insurance Agencies in the state of Idaho. From his 1984 start in the industry as a salesperson in a very small organization, Greg has led his company to become one of Hailey's larger employers. He successfully sold the firm in December of 2012, however, he remains its' President and enjoys a less demanding role in the day to day operations of the agency. This move was contemplated for the purpose of having more time to devote to his 2 younger children, 8 and 11, who were each adopted in China as 9 month olds. Greg's business was awarded Business of the Year by the Ketchum-Sun Valley chamber of Commerce in 2004, recognizing the organization's commitment to community support and

volunteer contributions of its staff. Greg served on the board of the Independent Insurance Agents of Idaho for many years and was elected its' President in 2010. He served 5 years on the board of Company of Fools, Hailey's award winning theater company. Additionally Greg served as President of Hailey's Rotary Club in 2004-05 and sat on its' board for many years.

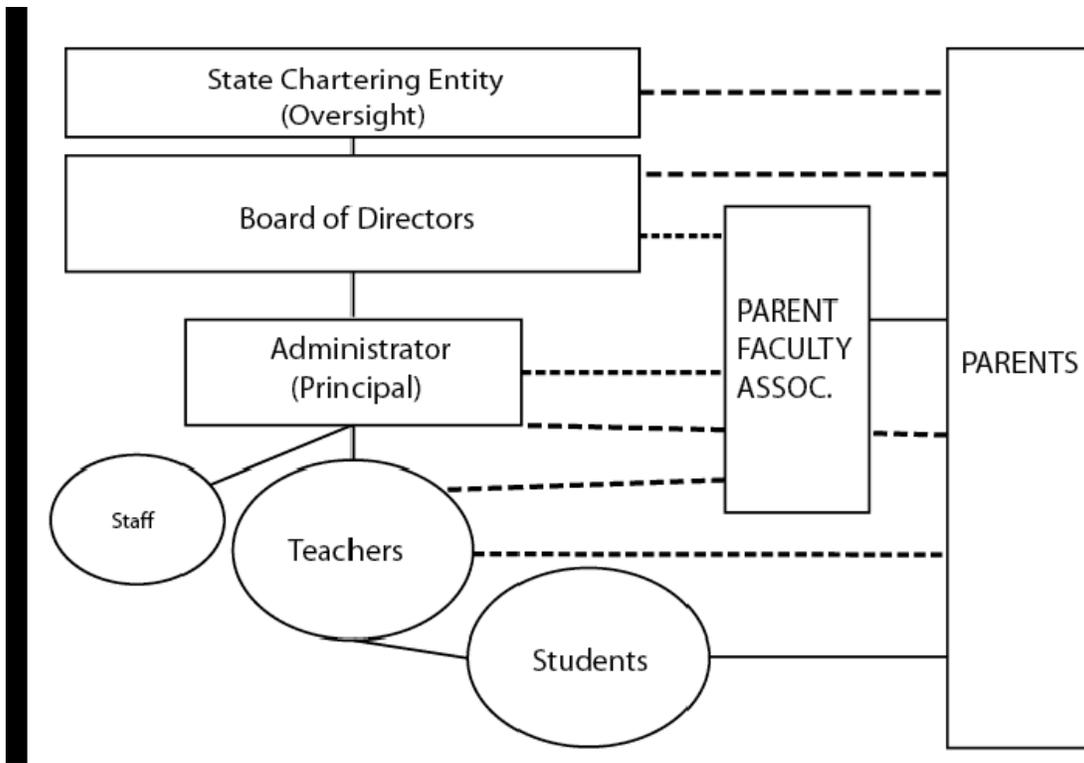
Greg was raised on the east coast, migrating to Idaho in 1976 where he enjoys hunting, golf, and the great outdoors. He and wife Annie, along with daughters Grace and Gaby, live on a small ranch south of Bellevue, replete with 5 horses, 3 dogs, and a trout pond. In the winter of 2013, the family spent the winter in Mexico, where all were involved successfully in the home schooling environment.

B. Board of Directors

The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets, and property of the Corporation when necessary to facilitate the efficient operation thereof. Authority is given to SMS Board by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (I.C. 33-5204) The Governing Body will adhere to the SMS Corporate Bylaws addressing the Idaho Open Meeting Law. Upon approval, members of the Board are deemed public agents to control SMS. The Board has all the power and duties afforded to a board of directors. SMS will be considered a public school for all purposes and, as such, will be responsible to identify and comply with all statutory requirements affecting the operation of a public school. Therefore, upon approval, the Board will follow the open meeting laws, keep accurate minutes, and make said minutes available to the public.

B. Organizational Flow Chart

SMS will function as a non-profit organization, organized and managed under the "Idaho Nonprofit Corporation Act," as outlined in SMS's Corporate Bylaws and Articles of Incorporation. Accordingly, the organizational flow chart representing the flow of information and the chain of command is as follows:



The organizational chart (from American Heritage Charter School) above includes, but is not limited to, the following details:

1. The Board, as a Board, will have the full power and duty to manage and oversee the operation of the Corporation's business.
2. The Board will have the responsibility to approve the selection of the school Principal, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Principal with respect to changes in staffing, programs, or curriculum.
3. The Board will, when necessary, adjudicates disagreements between parents and the administration.
4. The Principal/Designee represents the Board as the liaison between the Board and SMS community.
5. A committee, not to exceed four (4) members, comprised of the Principal/Designee and representatives of the Board and faculty will be responsible for hiring elementary (grades K-8) teachers.
6. The Principal supervises, directly or indirectly, all employees of SMS. The Principal will make the final recommendation to the Board concerning hiring per IDAPA 33-523.
7. The administrative staff's primary functions will be management of SMS and facilitation of the implementation of a quality educational program. It is the goal of the Board that the administrative organization:
 - a. provide for efficient and responsible supervision, implementation, evaluation, and improvement of the instructional program, consistent with the policies established by the Board;
 - b. provide effective and responsive communication with staff, students, parents, and other citizens; and

c. foster staff initiative and rapport.

8. SMS's administrative organization will be designed so that all divisions and departments are part of a single system guided by Board policies which are implemented through the Principal.

D. Operation and Maintenance of Charter School Facilities

SMS seeks to maintain and operate facilities in a safe and healthful condition. The Board will ensure that all students have access to all facilities regardless of disabilities by utilizing available resources or contracting with appropriate entities to ensure appropriate accommodations. The operation of SMS's facilities will be the responsibility of the Principal/Designee. The Principal/Designee, in cooperation with the fire chief and county sanitarian, will periodically inspect plant and facilities. S/he will provide for a program to maintain SMS's physical plant by way of a continuous program of repair, maintenance, and reconditioning. Budget recommendations will be made each year to meet these needs and any such needs arising from an emergency.

E. Proof of Insurances

Copies of the initial insurance binders from a company authorized to do business in Idaho for a liability policy, a property loss policy, health insurance, worker's compensation insurance, and unemployment insurance will be provided to the Authorized Chartering Entity no later than thirty (30) days prior to the opening of school, and thereafter thirty (30) days before the expiration of the insurance policies.

Potential Effects Idaho Code § 33-5205(4)

Syringa Mountain School will actively recruit students from its primary attendance area, the Blaine County School District. Opening a charter school in Blaine County SMS the Syringa Mountain School will most likely have directly minimal impact the district financially. on the Blaine County School District (BCSD)

This concern was expressed by Superintendent Lonnie Barber during the April 9, 2013 board work session focused on an in-depth examination of the proposed charter school. The May 10, 2013 Mountain Express Newspaper article captured the quote as,

District Superintendent Lonnie Barber also expressed concerns about a funding loss for the district, speculating that the majority of the charter school students would be taken from the district. "That's 120 kids that take \$5,000 each from the School District," Barber said. The Board Chair was also cited in the article as saying, School Board Chairman Steve Guthrie, who visited The Mountain School earlier that day, said: "I saw wonderful things going on. We want you to be successful, but we do have to ask tough questions and sometimes it comes down to money."
(Appendix M) (The BCSD Board just passed a \$79 million budget for their 3402 student population as compared to SMS's \$680,437 for 165 students. BCSD spends approximately \$13,009 per student compared to the state allocation of \$4277).

Notwithstanding, general agreement was expressed by the BCSD Board both formally and informally, that the unique Waldorf Methods program will offer a new opportunity for parents specifically seeking a different school choice and innovative curriculum.

In Year 1 of opening, SMS will enroll have a maximum of 165 students which represents 5% of the present 3402 Blaine County School District student population (Taken from BCSD website and dated September 2011. In subsequent years, if interest increases and at the rate envisioned, SMS enrollment could total 440 students, which represents 11 % of the projected 4062 BCSD student population in 2019-20. See **Appendix R** for available BCSD enrollment trends.

Presently the BCSD is a closed district. It is conceivable SMS could enroll students outside of the primary attendance area that are unable to attend the local schools even if their parents are employed in the area. Although this number is impossible to estimate, it is estimated approximately 2540 workers commute daily as referenced in the Blaine County Transportation Plan August 21, 2012.

SMS could provide some relief for present overcrowded BCSD facilities. The BCSD Board did not approve the proposed construction of a new elementary school. See September 12, 2012 article from the Idaho Mountain Express; Enrollment declines at county schools: plans for new elementary on hold (**Appendix R**).

SMS would provide an additional educational option for local private school students and home school students thereby attracting new families into the public school education arena. See **Appendix R** for attendance area map and descriptions.

A May 2012 electronic survey indicated that all but two families currently sending their children to a local private Waldorf school (slated to close prior to the new school opening), would enroll their children in the new charter school. Of the 59 survey responses returned, 57 support the creation of the public charter school and would send their children to the school (**Appendix O**).

~~The impact on the Blaine County School District will likely be lower than the 165 because prospective students will also come from private schools, home schools, and students relocating to the community from other districts/states.~~

There are numerous benefits that could be realized by both education entities. SMS has been in discussion with Superintendent Lonnie Barber about contracting with the district for services such as special education, transportation, child nutrition and testing and assessment. Although the discussions have been amicable, no formal agreements have been pursued at this time. Contracts such as these provide a more seamless service for our families who may move their children between the two school systems.

SMS has also been in discussion with the district on how SMS can benefit BCSD staff and students. **Appendix R** includes a letter of clarification to Dr. Barber and the Chair of the Board Mr. Guthrie outlining some of these benefits that had been discussed at a lunch meeting. Additionally, it has been suggested to the Board and Superintendent that they a district liaison be provided from the district to serve on the SMS Board to facilitate mutually beneficial decisions and transparent communication.

Target Market-Proven Demand

SMS is a school of choice open to all interested Idaho students and their families living within the primary attendance area consisting of Blaine County School District No. 61. There is a proven demand that Blaine County, Idaho needs this type of education to take the form of a public school. An electronic survey has been conducted to determine “intent to enroll” and as of July 15, 2014 the following data has been compiled:

Total 140 responses

17 preschool
22 Kindergarten
22 1st grade
18 2nd grade
25 3rd grade
23 4th grade
13 5th grade

Total K-5=123 prospective students

You do not need to provide this level of detail (above). Rather, you can just state that early outreach has been received well / had a positive response and that you have a list of interested students in Appendix N. That way, as the number changes, you don't have to update your petition.

Specific names can be found in Appendix N.

The Waldorf community in Blaine County began 7 years ago as The Mountain School (TMS), a private PreK-3 school. The ratio of private paying tuition families to scholarship requesting families has reversed over the 7 years forcing the school to close its doors. SMS anticipates attracting the families who attended the private school as well as the families who have never attended the private school but prefer that type of schooling for their children.

<u>Year:</u>	<u>Total</u>	<u>Scholarships (represents any amount of scholarship)</u>
<u>2007-8</u>	<u>22</u>	<u>12</u>
<u>2008-9</u>	<u>29</u>	<u>8</u>
<u>2009-10</u>	<u>28</u>	<u>15</u>
<u>2010-11</u>	<u>30</u>	<u>15</u>
<u>2011-12</u>	<u>32</u>	<u>11</u>
<u>2012-13</u>	<u>39</u>	<u>16</u>
<u>2013-14</u>	<u>39</u>	<u>24</u> Final year of operation

Target Population and Primary Attendance Area

The school will open in the fall of 2014 initially serving kindergarten through 5th grades. The school will start with two classrooms of kindergarten (two half day programs) and one classroom each of 1st through 5th grades. Each year thereafter, as enrollment allows, ~~we plan to add an~~ additional class will be added to each grade and an additional grade through 8th grade. All expansion decisions will be at the discretion of the Board of Directors based on enrollment demand and adequate finances and facilities.

~~The anticipated year 1 enrollment at Syringa Mountain School is 165 students which includes two half day kindergarten classes of 20 students each and 1-5 with 25 students each.~~

Should enrollment approach the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign
- Increase fundraising from external sources
- Eliminate or defer expenses

The new school will be located in the city of Hailey. The primary attendance area for Syringa Mountain School will be identical to the attendance boundaries of the present school district, Blaine County School District (BCSD). See **Appendix R** for primary attendance area map. ~~A number of future school location options are being investigated. Building owners for the old Sun Club and the Forest Service Park complex have been consulted regarding lease arrangements. Purchase of the Copper Ranch Health Club is being considered and meetings have been held with the City Administrator, City Planner and realtor. Bare land options are being considered including Democrat Gulch and possible collaboration with the city and the Wood River Land Trust on the 13 acres just north of the city.~~

Facilities *Idaho Code § 33-5205(4)*

The SMS Board recognizes the importance the physical plant plays in enhancing the instructional program. The goal of SMS is to provide a facility in a convenient location that will both ensure the safety and enhance the education of our students. All sites have been considered based on factors such as safety, diversity of the immediate surrounding neighborhoods, access to major utilities, convenience for transportation, and affordability. The Board has determined that the school would be located within or near the city of Hailey, the population center for the Wood River Valley. The Board has determined that Syringa Mountain School will open in the fall of 2014 in either leased facilities, purchased facilities or a combination thereof.

Four options are provided in **Appendix K** that will require purchase and leasing of property and portable buildings. Additionally, Option 5 consists of leasing an existing office space in conjunction with leasing the closed private school facilities are also being considered as less desirable but realistic short term options. These facilities and any future facilities will be in compliance with ADA requirements and health and safety laws.

An anonymous donation of \$500,000 has been received, greatly increasing the ability of SMS to open the school on its preferred and permanent location, even if in temporary facilities. The Board acknowledges a capital campaign will be initiated upon successful school authorization.

Option 1

The most likely option is on Aspen Street and is a 3.04 acre vacant property in the city of Hailey, Zoned General Residential which allows for schools, meaning no other entitlement proceedings would need to occur. At 3.04 Acres this site is fully self contained and would suffice for the future needs of the school. This location fits the ideals of the Waldorf principals. It is near, 100 feet from the entrance to the Draper Preserve, a public nature conservancy owned by the Wood River Land Trust. This location provides immediate access to the riparian corridor adjacent to the Big Wood River. This site is NOT in any subdivision, and thus has no covenants conditions and restrictions. It is partially treed, and is a long rectangular parcel that provides excellent street access on a relatively quiet street.

We have discussed this option with the City Planner (Micah Austin) and he sees no impediments to this proposal and thinks this is a great site location for the school. The site location is optimal as it is only 2 blocks from Hailey main Street, and is located between two residential neighborhoods. There is sufficient onsite and street parking to accommodate the city requirements.

We are in verbal contact with the seller, whose asking price is \$750,000 (Seven Hundred and Fifty Thousand Dollars), which we are proposing to pay as the price and suggesting either a 501(c3) charitable donation for a portion of the \$750,000 and or seller financing for 50% of the price on a three-year note at 5% interest only.

For facility infrastructure we will lease three double wide mobile classrooms with Restrooms for a period of four years. Each pod is 24x60 feet (1,440 square feet) and has two classrooms, and two bathrooms. 3 Pods will provide 6 total classrooms. Each pods monthly rate will be \$2,303.00 a detailed description of the modular pods from Specialty Modular is attached. A small inconsequential amount of the property is in the 100 year flood plain, less than 5 feet wide by 75 feet long along the south east portion of the property.

Option 2

On Woodside Blvd, this 3.44 acre vacant property in the city of Hailey, Zoned Limited Business which allows for schools, meaning no other entitlement proceedings would need to occur. At 3.44 Acres this site is fully self contained and would suffice for the future needs of the school. This location fits the ideals of the Waldorf principals. It is near a canyon that rises to the ease of Hailey, and would suffice for nature walks for the students. There are two separate parcels that we would combined and are subject to a development agreement with the City of Hailey calling for .94 acres to be developed as a park. In discussions with the city planner, Micah Austin, the schools farm facilities and gardens would likely suffice this development agreement need so long as they were accessible to the public.

There is sufficient onsite and street parking to accommodate the city requirements. This site is proximate to Woodside Elementary School and presents excellent transportation capabilities.

We are in verbal contact with the seller, whose asking price is \$511,000 (Five Hundred and Eleven Thousand Dollars), which we are proposing to pay as the price and the seller appears to be willing to receive 50% for down payment and carry a three-year note at 5% interest only for \$255,500.00

For facility infrastructure we will lease three double wide mobile classrooms with Restrooms for a period of four years. Each pod is 24x60 feet (1,440 square feet) and has two classrooms, and two bathrooms. 3 Pods will provide 6 total classrooms. Each pods monthly rate will be \$2,303.00 a detailed description of the modular pods from Specialty Modular is attached. A small inconsequential amount of the property is in the 100 year flood plain, less than 5 feet wide by 75 feet long along the south east portion of the property.

Option 3

This is located on 410 West Bullion Street. These property would be great, but we defined the status as possible because there are two different ownership groups. The .98 acre is in the city of Hailey zoned General Residential which allows for a school. The proposed contiguous leased ground (2-3 Acres) is in Blaine County and would be contemplated as our farm a garden area. The county Zoning permits this use.

This site would total 3.98 acres. Currently 410 W Bullion Street has 3 residential dwellings which would likely be leveled. The county property is vacant currently. If the 410 W Bullion Street property is purchased and the grounds contiguous are leased, this should be sufficient for the future needs of the school.

This location fits the ideals of the Waldorf principals. It is nearly river front property, adjacent to walking easements allowing access to the Draper Preserve and Lions Park. This location provides immediate access to the riparian corridor adjacent to the Big Wood River. This site is NOT in any subdivision, and thus has no covenants conditions and restrictions. It is partially treed, and is relatively square parcel and provides excellent street access from West Bullion. There is sufficient space to accommodate the three modular classrooms that are contemplated.

This site addresses the need for parking with the city of Hailey. At Lions Park, over 100 cars can be parked in proximity to the location.

We have discussed this option with the City Planner (Micah Austin) and he sees no impediments to this proposal and thinks this is a great site location for the school.

We are in verbal contact with the seller of 410 W Bullion, whose asking price is \$698,000 (Six Hundred and Ninety Eight Thousand Dollars). On the contiguous county parcel, we are in contact with the owner's agent and the annual rents are anticipated to be minimal less than \$5000 per year. The challenge of this site is that we lack the current capital to purchase 410 W Bullion outright and the seller is not in a position to finance the sale. Furthermore, we have two owners to negotiate with as opposed to just one entity for our other choices.

For facility infrastructure we will lease three double wide mobile classrooms with Restrooms for a period of four years. Each pod is 24x60 feet (1,440 square feet) and has two classrooms, and two bathrooms. 3 Pods will provide 6 total classrooms. Each pods monthly rate will be \$2,303.00 a detailed description of the modular pods from Specialty Modular is attached. A small inconsequential amount of the property is in the 100 year flood plain, less than 5 feet wide by 75 feet long along the south east portion of the property.

Option 4

This is located at 1970 Woodside Blvd. A Total of 2.88 Acres with existing 20,000 square feet (approximate) shell of a building as well as an aged metal building that covers three tennis courts and is approximately the same size. The zoning is Limited Business and allows for a school.

The challenges surrounding this location are the cost to finish the building. We have preliminary budgets of \$1.5 Million to complete the necessary improvements, not including the swimming pool that is part of the building. Furthermore, we would need to scrap some unfinished foundations on the south portion of the property. We would need to have a capital campaign to raise the funds required for this site.

These property would be great, but we defined the status as possible because of the expenses associated with its acquisition.

We have discussed this option with the City Planner (Micah Austin) and he sees no impediments to this proposal and thinks this is a great site location for the school.

We are in verbal contact with the seller of Copper Ranch, whose asking price is \$799,000 (Seven Hundred and Ninety Nine Thousand Dollars). We have the room for temporary structures if the building or capital is not raised in time for our opening in September of 2014.

Option 5

The last option would be to lease an existing office/motel building temporarily while leasing the closed private school facilities for limited class sessions. A large part of SMS's curriculum is delivered through and using a farm, garden and wilderness setting. Office buildings typically have not had any yard or grass areas included. The Mountain School is located on 2 1/2 acres with an existing classroom building that can legally accommodate 40 students. An additional classroom inside the main home was used for a preschool and can accommodate 10 students. The property is located on the north end of Bellevue, but on the southern boundary of the city of Hailey. Due to the occupancy restrictions, the Board has discussed the possibility of leasing the property for two smaller classes with the remainder of the school located in a separate location. They have also discussed using the campus to deliver the farm and garden curriculum having two classes of students spend the day at the site each week. One office and one motel are being considered. Because these are leased, the Commission staff indicated we would not need to complete the facilities template at this time. **Appendix E** includes a letter from the owners of The Mountain School indicating their willingness to lease the facilities. Appendix E also includes two emails discussing possible lease arrangements.

The lease of the school would include as follows:

- (1) Facilities, all currently utilized by The Mountain School:
 - (a) School Building, 2,000 sq. ft.
 - (b) Office, 400 sq. ft.
 - (c) Pre School Room, 300 sq. ft.
 - (d) Farm Yard, Garden, Playground, 1/2 acre
 - (e) Parking Lot
- (2) Term of one year with option to extend for three years,
- (3) Monthly rental rate equal to the market rate, currently approximately \$1,000,
- (4) SMS will pay all utilities

~~Most likely it will lease facilities until the population increases, funding is raised and a permanent location is acquired. Once the charter petition is approved, the Syringa Mountain School will begin awareness raising campaigns and fundraising. If a permanent location is not purchased immediately, the school will enter into a lease agreement in spring 2014. A number of future school location options are being investigated. Building owners for the old Sun Club and the Forest Service Park complex have been consulted regarding lease arrangements. Purchase of the Copper Ranch Health Club is being considered and meetings have been held with the City Administrator, City Planner, the architect Dale Bates and the realtor John Sofro. Bare land options are being considered, most recently Democrat Gulch or a possible collaboration with the city and the Wood River Land Trust on the 13 acres just north of the city. Architectural programming is being contracted with Dale Bates and Board, community members, board members, prospective parents and staff were interviewed on projected facility needs of the new school.~~

Administrative Services Idaho Code § 33-5205(4)

SMS plans to remain viable ~~at renewal~~ based on a solid management structure representing all levels of constituents and strong leadership. In addition, SMS believes that recruitment and retention of highly qualified and committed faculty and staff are absolutely necessary for long-term sustainability.

A. Relationship with the authorizing chartering entity:

SMS will report directly to the authorizing entity, ~~the Blaine County School District Board of Trustees or~~ the Idaho Public Charter School Commission. The Board of Directors will serve as the liaison between SMS and the authorizer Idaho Public Charter School Commission.

B. Staffing plan/number of employees.

In the most likely budget scenario, SMS will be staffed initially with 6.5 teachers, 1 paraprofessional and one full time administrator.

C. Pre-Opening Timeline ~~The pre-opening timeline should be referenced in the Business Plan (Tab 8) rather than here.~~

SMS's operating plan and schedule for the next year includes 1) charter approval; 2) application for charter grant; 3) advertisement of charter approval and opportunities for parents, students, and staff; 4) identifying lease facilities, 5) obtaining professional development in Waldorf certification for potential employees, 6) obtaining board professional development, 7) write curriculum aligned to the Idaho Common Core State Standards and Idaho State Standards. A more detailed Pre-opening Plan is found in Appendix L.

D. Administrative services

Administrative services for the school will be provided by the school Principal (state certification required), with support from the Board of Directors. The school Principal will be a full time position. An administrative assistant will complete paperwork and required reporting, in addition to other duties. Oversight will be provided by a contracted business manager and accountant to manage the school's fiscal affairs. As the student population grows and financial allocations from the state increase accordingly, a full time business manager will be hired. An independent financial audit will be performed each year by an independent auditor not affiliated with SMS.

E. The principal

The principal shall assume broad responsibilities concerning but not limited to:

1. Curriculum, instruction, and assessment
2. Instructional materials and supplies
3. Resource allocation
4. State charter school requirements
5. School-wide community building
6. Special services
7. Contracted services
8. Disciplinary support
9. Public and media relations
10. Business and community partnerships
11. Professional development
12. Employment and personnel issues
13. Enrollment and attendance
14. Staff evaluations
15. Facility conditions
16. School climate

F. Operational and reports

Please note – per previous feedback, you should remove all references to programmatic audits, as they are no longer required by statute (thus, the PCSC is no longer requesting them). Also, your formatting seems to be off here (the paragraph below is not indented to align to the header).

Annual programmatic operations and financial reports will be presented to the Board of Directors. The Principal will also serve as the liaison between SMS, parents, and SMS's Board of Directors. The Board of Directors will report the results of the audits to the Public Charter School Commission. Financial operations will be provided by the school. Funding sources will include state allocation per pupil, federal grants, private grants, business partnerships, fees (where appropriate), and donations. The SMS Board is ultimately responsible to its authorizer, and at least one members will be present during every meeting of the authorizer for which SMS is on the agenda.

G. Services

Administrative services will be selected and evaluated by SMS's Board. Teachers will be employed by the school principal and through the use of a written Idaho Standard Teachers' Contract in a form approved by the state Superintendent of Public Instruction. School personnel will be required to hold the appropriate Idaho teaching certifications and endorsements. SMS teachers will hold highly qualified status under the No Child Left Behind Act (NCLB) or will work towards this status in a state-approved program of instruction. This may include state-approved alternative routes to certification such as the American Board for Certification of Teacher Excellence (ABCTE) or other state-approved program. Any teachers teaching a class in a specific content area will be highly qualified in that content area. Teachers who are not highly qualified will have waivers from the State Department of Education.

H. ~~A~~. School Fiscal Year

The fiscal year of the school is from July 1 to June 30.

I. ~~B~~. School Calendar

The Board will establish the dates for opening and closing classes, teacher in-services, the length and dates of vacation, and the days designated as legal school holidays. The proposed school year is commencement after Labor Day and dismissal before Memorial Day. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the Principal in consultation with the Board. (Draft calendar **Appendix T**)

J. ~~C~~. Holidays/Commemorative Day

School holidays will include New Year's Day, Thanksgiving Day, and Christmas Day. For those commemorative days that fall on a school day, the teachers and students will devote a portion of the day on each such day designated in Idaho Code § 73-108.

K. ~~D~~. Instructional Hours

The Board will provide the minimum number of instructional hours for students at each grade level.

L. ~~F~~. Records Management

The Secretary and/or Clerk will be the custodian of records under the supervision of the Principal/Designee. Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file. All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and SMS policy.

M. ~~G~~. Non-Instructional Operations

Contractor License, Surety Bonds, and Insurance. The school may hire staff or contract with a service provider for services such as transportation, food service, accounting, business management,

or other business or educational services. All contract service providers are required to have adequate limits of liability insurance as determined by the Board or other state requirement and will maintain the same throughout any contract period. A list of all contracts identifying the party with whom SMS has contracted, the length of the contract, and the expenditures required by the contract must be submitted to the Authorized Chartering Entity for its review no later than thirty (30) days prior to the opening of school and thereafter, annually. No contract will be let to any contractor who is not licensed as required by the laws of Idaho. Before any contract is awarded to any person, such person will furnish to SMS performance and payment bonds that will become binding upon award of the contract to a contractor as follows:

1. Performance bonds in an amount not less than eighty five percent (85%) of the contract amount for the sole protection of SMS; and
2. Payment bond in an amount less than eighty five percent (85%) of the contract amount for the protection of persons supplying labor or materials, or renting or otherwise supplying equipment to the contractor and/or his subcontractors in the prosecution of the work performed under the contract.

N. Day-to-Day Operations

The Principal, in coordination with the SMS Board of Directors, will determine the day-to-day operations of SMS. Please refer to the budget figures in Appendix G and H for staffing numbers.

O. Insurance for Liability and Property Loss

Pursuant to Idaho Code § 33-5204(2), the Authorizing Chartering Entity shall have no liability for the acts, omissions, debts, or other obligations of SMS, except as may be provided in the Charter. **The sentence is duplicated below. Also, per previous feedback, this does not clarify liability effects on the local district, school, or other entities.**

Syringa Mountain School will procure and maintain a policy of general liability insurance and errors and omissions insurance. SMS will obtain its own liability insurance and insure its Board, employees, contents, equipment, and fixtures against injury, damage, or loss. Additionally, in the instance of leased facilities, both the facility provider and SMS will insure their respective interests against damage and for liability exposures with minimum limits of liability of not less than \$1,000,000 per person, \$5,000,000 aggregate or such limits as imposed by the State requirement or as otherwise determined by the Board. All such insurance policies will name SMS as an additional insured and provide for at least ten (10) days written notice prior to cancellation. The facility provider and SMS will provide to each other certificates of insurance prior to the commencement date of facility occupancy evidencing such coverage. A copy of the proof of insurance will be given to the authorizer each time it is renewed for continuous coverage.

Pursuant to Idaho Code § 33-5204(2), the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts, or other obligations of SMS. SMS will have the same role as traditional public schools in matters of civil liability. The appropriate insurance and legal waivers of liability will be obtained from outside groups using SMS facilities.

SMS shall provide to the Idaho Charter School Commission copies of insurance binders issued by companies authorized to conduct business in Idaho. The binders will contain SMS's policies for liability insurance (per occurrence and aggregate coverage), property insurance, worker's compensation insurance, unemployment insurance, and errors and omissions insurance. Additional proof of insurance will be provided as required by the Commission.

P. Policies I do not think this belongs here; it would fit better in the Governance section (Tab 5)

SMS is incorporated as a nonprofit public school under the laws of the State of Idaho. The SMS Board of Directors is responsible for the operation of the school and the development of school policies. SMS will adopt and adapt prototype policies available through the Idaho School Board Association (ISBA) to the extent such policies are available and applicable. Other policies will be developed and adopted by the Board of Directors as necessary or prudent.

TAB 3

DEFINITION OF AN EDUCATED PERSON, EDUCATIONAL PHILOSOPHY, EDUCATIONAL PROGRAM GOALS, EDUCATIONAL THOROUGHNESS STANDARDS, SPECIAL EDUCATION SERVICES, DUAL ENROLLMENT

DEFINITION OF AN EDUCATED PERSON

Definition of an Educated Person

Syringa Mountain School draws upon a time-tested yet innovative educational tradition. Our definition of an educated person in the 21st century is derived from this context. 19

An educated person must demonstrate:

- REVERENCE AND STEWARDSHIP: A sense of reverence empowers students with the ability to develop an understanding and appreciation for the interdependence of all life. Students with a strong sense of reverence reflect this knowledge through conscientious respectful actions involving themselves, other people, and the world around them. They have appreciation for truth, beauty and the world. They connect with others. They are compassionate, communicative, grateful, and strive to build interdependent relationships, which positively impact the world.
- CREATIVE AND IMAGINATIVE THINKING: Creative and imaginative thinking empowers students with the ability to think unconventionally, to question assumptions, and to imagine new scenarios. Imaginative thinkers craft astonishing work because they recognize their creative capacities and celebrate them through a variety of artistic mediums. They also act on opportunities and show willingness to take reasonable risk.
- CRITICAL THINKING AND GOOD JUDGMENT: Critical thinking and sound decision-making empower students with the ability to assess the credibility, accuracy, and value of the information that barrages them every day. Critical thinkers and wise decision-makers analyze and evaluate information while still honoring their intuitive capacities. They think through solutions and alternatives and explore new options if their approaches don't work. This often entails working well with diverse peoples to make reasoned, ethical decisions and take purposeful action.
- LITERACY: Literacy empowers students with the ability to read, write, listen and articulate in compelling ways. Literacy goes beyond the traditional meaning to also include people who are mathematically competent, scientifically and technologically adept. They develop their creative and physical abilities as well.
- RESPONSIBILITY and SELF-RELIANCE: A strong sense of responsibility empowers students with the ability to be vital, disciplined, and hard-working individuals. Responsible people take initiative, self-regulate, and are fully accountable for their own actions. They honor their capacities and have a *can-do* attitude. They follow-through on commitments and honor their word.

- LIFE LONG LEARNING: Students in the 21st century must be joyful, confident, self-motivated, aware, inquisitive, resourceful, and persistent people if they are to know how to best learn and therefore thrive in an ever-changing world.

EDUCATIONAL PHILOSOPHY – If you want to reiterate the educational philosophy, I recommend moving this section to the beginning of this Tab (so that Definition of an Educated Person and How Learning Best Occurs are together)

“I believe that Waldorf education possesses unique educational features that have considerable potential for improving public education in America... Waldorf schools provide a program that...not only fosters conventional forms of academic achievement, but also puts a premium on the development of imagination and the refinement of the sensibilities.”—Elliot Eisner, Professor of Education at Stanford University and former President, American Association for Educational Research ²⁰

Waldorf education is built upon enduring human traits and needs, making it just as relevant today as it was in Steiner’s generation. Our global society faces progressively more complicated political, social, economic, scientific, health, and environmental challenges. There is an undeniable urgency to educate our children for the 21st century. A seismic shift is underway as we move from a society built on the logical linear, computer-like capabilities of the Informational Age to the inventive, empathetic, big-picture capabilities of what is taking its place- the Conceptual Age. ²¹ Students must become expert communicators and decision makers. ²² We must prepare our future generations to thrive in careers we can’t even imagine will exist, and Waldorf education is uniquely positioned to meet this need.

How Learning Best Occurs

At the core of SMS’s educational program is the conviction that education is an art as well as a science. Each child is regarded as an integrated being whose physical, emotional, and intellectual capacities will grow and thrive in response to guided cultivation. Academic studies are therefore enlivened and balanced with artistic and social activities. Each lesson engages the student’s needs for doing, feeling, and thinking. In addition to the core academic areas, additional specialty subjects are crucial to the program. For example, music, movement, visual and performing arts, practical and expeditionary activities are all integral to the curriculum.

The sequence, timing, and presentation of the curriculum are designed to be developmentally appropriate as well as therapeutic for students who are facing the challenges of modern childhood. Instruction is organized using a schedule, which includes *Main Lesson, Practice Periods, and Specialty Subjects*. The breadth of Specialty Classes, combined with the depth of Main Lesson, and the reinforcement of Practice Periods creates a curricular offering reminiscent of a *renaissance-based* education.

The two paragraphs above are actually better suited as an introduction to the educational program. I recommend moving them. This section (How Learning Best Occurs) doesn’t need a significant introduction – it would be appropriate for your revise the following sentence to state the founders of SMS believe that a Waldorf-based program has distinctive features that your board believes create an environment where learning best occurs and then jump right in.

The following 14 *distinctive features* create an environment **where learning best** occurs:

Specially Tailored Curriculum:

As a public charter school, SMS blends Waldorf inspired methods and curriculum with the Idaho Common Core State Standards and Idaho State Standards. The result is an integrated, rigorous and relevant curriculum.

Age-Appropriate Schooling:

SMS's developmental guidelines for when content is presented are in alignment with prevailing theories of cognitive development such as those of Erik Erikson, Jean Piaget, Maria Montessori, and John Dewey. ²³ In addition, we now know that the brain grows in spurts, releasing new capacities in the maturing child and adolescent. ²⁴ SMS's methods are, whenever possible, aligned with these developmental windows.

The Teacher:

SMS teachers understand the word *educate* is derived from the Latin word *educare*, meaning “to bring forth” or “draw out.” Teachers create a classroom environment where each student is honored, allowing learning to be free from inhibition or fear. This also enables the class teacher to gain detailed insight into each child, facilitating more in-depth assessment and encouraging resolution of problems, leading to better results.

Teacher Looping:

A core principle of the school's program is that a cohort of students' moves through multiple grades together with the same class teacher in a process called *looping*. The class teacher, while not the only teacher with whom the group has contact, is the adult who acts as class guardian. The class teacher provides leadership for the class and continuity over several years of development. The resulting connection between student and teacher acts as a guarantor for student well-being, while placing an emphasis on relationships as a means for learning. Mutual respect leads to trust and strong relationships. Renowned educational researchers have cited specific advantages to the looping model, including the following:

- Instructional time is maximized
- Teachers increase their knowledge about a child's intellectual strengths and weaknesses in a way that is *impossible* to achieve in a single year
- An emotional and intellectual climate that encourages complex thinking, risk-taking, and involvement
- Improved standardized test scores ²⁵

Rhythms in Learning:

The Waldorf-inspired approach sees consistency as a vital element of learning. During the school day the rhythm of learning ebbs and flows. There is a balance of experience between concentration and relaxation, mental and practical work, movement and stillness, listening and participation, observing and doing. Such rhythm sparks interest, maintains attention, and supports children physiologically. ²⁶ Rhythms extend beyond the classroom walls on multiple

levels. For instance, the school's master schedule of classes is set so students engage in most of their intellectual work in the early hours of the school day, when their brains are particularly alert. Another example of school wide rhythm is the celebration of the seasonal festivals, which provides a natural sense of continuity and connection. Parent-partners are supported in their efforts to establish clear and predictable patterns on the home front as well (bedtime rituals, sharing family stories, reading, chores, meals, etc.). As a result of these concerted efforts, students are provided with a strong and secure foundation that fosters healthy development and resiliency.²⁷

The Role of the Arts:

The arts are integrated throughout the school curriculum for several reasons. The visual and performing arts develop the aesthetic sense and support the students' emotional life. For this reason, study of the arts is central to the program. Secondly, artistic activities such as painting, drawing, drama, singing, and instrumental music are combined with core academics to enrich and enliven learning. The arts stimulate the various intelligences in each student.²⁸ Art projects are thematically linked to academic work. For example, fractions may be demonstrated through experiencing musical whole, half and quarter notes.

Research has proven that students who study the arts consistently perform better in academic pursuits.²⁹ Recent scientific studies show that music enriches a person's thinking capacities and overall well-being. In one study, researchers increased students' music lessons from one to five a week while cutting back on math and language studies. After three years these students were as good at math as those who had stayed in the standard curriculum, and even better at languages. Researchers also found the music students to be more cooperative with one another.³⁰ ~~Note we are not proposing to do away with math curriculum!~~

A study conducted by Dr. Carrie Norlund found students who were educated with Waldorf-based arts integration reported numerous benefits, including divergent thinking, internalized knowledge through on-going visual stimuli, emotional intelligence, balance, self-perception, creativity and strength of will. ³¹

A recently published report on Neuroeducation calls for the use of music and the arts, not as a means of enrichment, but as a means of building cortical circuits critical for success in writing, reading and mathematics (Hardiman, Magsamen, McKhann, & Eilber, 2009). ³²

Learning from Whole-to-Parts:

The learning process is integrated and holistic so material is comprehensible and connected across disciplines. Learning typically starts with concrete and familiar examples and moves from there into more abstract concepts. Ideas are presented within the broader context first and then broken down into smaller pieces. This practice is particularly evident in the presentation of *Main Lesson*.

Story and Ethics:

Another key feature of the SMS learning program is *storytelling*. Stories direct attention to personal experience, thereby increasing students "intrinsic" motivation to learn, as well as their

sense of ethics. SMS teachers tell stories *from the heart* and in *their own words*. During Main Lesson teachers recite compelling stories to students of all ages. Classic literature and expository texts are also read at appropriate times after Main Lesson. Teachers make special efforts to use vivid language and imagery to spark the students' curiosity, hold their attention, and model high standards for speech. Through storytelling and the accompanying chalkboard drawings, students become enthusiastic participants in the learning process.

In his book, *The Literary Mind*, cognitive scientist Mark Turner writes that stories are fundamental instruments of thought.³³ Stories are important cognitive events because they encapsulate information, knowledge, context and emotions into one compact package. ³⁴ The story is one of the basic tools invented by the human mind for the purpose of understanding because stories convey complex ideas in a memorable and meaningful way. The integration of art and writing with learning stories enable children to face and accept their own circumstances. Difficult emotions such as isolation, anger or fear can be implicitly addressed by the teacher in story form, thus allowing students to come to terms with their own needs. Conflicts in the classroom can also be worked out through the use of tailored stories.

Teaching through stories has been proven to equip students with deep empathy and strong ethics.³⁵ The pedagogical story is used in Waldorf education to give children strong moral pictures. This has proven far more effective than moralizing, confronting or criticism. Subsequently, a sense of right and wrong is developed in the individual as well as the community of the class. An American study found that Waldorf-educated students scored significantly higher on a test of moral reasoning than students in traditional high school *and* students in a religiously affiliated high school. Waldorf students are also far more likely to voice opinions based on sound principles.³⁶ In his well-known books on the development of a moral and spiritual intelligence in children, child psychologist Robert Coles stresses an immersion in moral stories. ³⁷

Preservation of Childhood:

To ensure optimal learning, the school prioritizes the preservation of childhood. Premature intellectual demands are avoided and skills are introduced at appropriate ages; fostering a cooperative non-competitive environment. Preservation of childhood also calls for the healthy development of the imagination through creative play, nature-based activities, appropriate autonomy and a wholesome environment. ³⁸

Imagination at Work:

As advocates for childhood, SMS works to establish a culture free from consumer-oriented messages and commercial images. Today's children are immersed in an electronic environment. According to a recent study by the Kaiser Family Foundation, by the time the average child reaches 7th grade he spends more time with media than with parents, physical activity, homework, and chores combined. Over-exposure to electronic media hampers the development of the child's imagination, memory, and overall well-being.³⁹ Research indicates children use less mental effort when processing information from electronic media than they do from print. The concern is that children who are exposed to heavy doses of electronic media may never learn to process information in the complex way that facilitates creative achievement.

Healthy Nutrition:

Nutrition and schooling performance go hand in hand. Simply put, bad eating habits negatively affect student attendance, achievement, and behavior. As a result, we have strongly established school-wide nutritional guidelines to improve learning and to embed positive lifelong habits into the educational environment.

Physical Activity:

The qualities of physical fitness and health enhance the students' welfare and academic achievement. Each child is encouraged to rise to his/her individual physical potential. Movement activities, dance and other forms of creative physical expression are infused into the everyday curriculum as well as meaningful work through the garden and farm lessons. To the greatest extent possible, classrooms and play yard space are organized to maximize the children's opportunities for movement.

Parental Involvement:

Parent participation is a keystone of our program. A significant body of research indicates that when parents participate in their children's education, the result is an increase in student achievement and satisfaction. Increased attendance, fewer discipline problems and higher aspirations have all been correlated with successful parent involvement.

Active parents strengthen the school on many levels. As a charter school the individual skills, talents and interests of the parent body are resources which the school depends on. Additionally, strong partnerships with parents bring greater meaning and purpose to education by integrating the children's school life into their family life and into their community.

Successful parent involvement requires ongoing parent education. Parents organize and attend lectures, book talks, support groups, school festivals and class meetings-all of which focus on child development as well as specific aspects of the educational program. The school community is further connected through optional seasonal programs and festivals.

Safe Environment:

Effective discipline is essential to the learning environment. Students need to feel safe and protected in order to be free to learn. To ensure this, age-appropriate behavior expectations are insisted upon. A positive but firm approach to discipline allows students to be gradually led towards self-discipline. SMS teachers are confident authorities who exercise strong leadership creating a healthy environment worthy of imitation. SMS understands that discipline is about teaching versus punishing. Compassionate Communication (**Appendix U**) and Teaching With Love and Logic are the researched based discipline models used (**Appendix U**).

EDUCATIONAL PROGRAM

Syringa Mountain School's curriculum places equal emphasis on a strong academic foundation, artistic expression, social development, and attention to the needs of each child. According to William Butler Yeats, "Education is not the filling of a pail, but the lighting of a fire." Waldorf education engages a child's intellect, imagination, will and sense of aesthetics. How a subject is

taught is equally important as what is taught, hence the use of movement and arts in the curriculum. The research-based, time-tested pedagogical methods designed by Dr. Rudolf Steiner are at the heart of this mode of education. Waldorf methods inspire student volition, inquisition and creativity because classroom activities involve three key areas—the head (thinking), the heart (feeling) and the hands (willing). 40

Research Based Education:

In his landmark book, *What Works in Schools: Translating Research into Action*, Dr. Robert Marzano asserts that we could be on the brink of unprecedented effectiveness for the public practice of education if we are willing to implement what is known about effective schooling. His basic position is simple: Schools can have a tremendous impact on student achievement if they follow the direction provided by research.

Marzano’s research has important implications for SMS and the broader Waldorf public charter school movement. The latest research in educational neuroscience establishes strong linkages between high student achievement and Waldorf-inspired methods. In fact, Marzano’s own research confirms that the use of certain practices used in Waldorf schools, like teacher looping, summarization, and interdisciplinary teaching allow children to excel on a variety of assessments, including standardized tests. 41 As educators and their allies implement what they are learning from brain research, Waldorf charter schools will both benefit from and contribute to educational reform.

Specifically, we anticipate a steady stream of interest in our unique program, and we will embrace opportunities to disseminate best practices.

Overview of the Curriculum Content

Reading research

Waldorf education approaches reading instruction from a different perspective so that instruction is synchronous with the development of the child. Reading is much more than recognizing sound/symbol relationships. For true reading to occur, there must be a corresponding inner activity that takes place as the child decodes words; that is, the child must form an inner picture of what he or she is reading so that comprehension and vocabulary develop. The rich life of the imagination is most potent in a child during kindergarten and the early primary years. And this is also the age at which the child’s sense for the sound and rhythm of language is at its peak. Additionally, the foundations for reading are built through areas such as writing and drawing, oral storytelling, memorization, and sensor motor skill development. Reading instruction begins in Kindergarten.

From Common Myths about Waldorf Education: Reading

“Is it true that Waldorf students are not taught to read until second grade?”

“No! Learning to read is an entire process with many contributory facets, and Waldorf Education undertakes reading instruction in almost the opposite way that it is introduced in most schools across the nation. Indeed, the foundation for reading instruction is laid already in the kindergarten.

In the United States, the mainstream approach to reading has been to introduce decoding skills as the first step in the reading process. This entails memorizing the alphabet and its corresponding sounds through repetitive drills and then linking these sounds together to read simple words and sentences. This is the approach that is built into early readers. You probably remember: "See Dick run. Run, Dick, run. Run, run, run.", or some similar type of reading material when you were in school. Because the content of these early readers must be very simple to restrict words to those that can be easily sounded out, teachers are forced to wait until the middle and upper elementary years to work on more sophisticated texts. Then teachers must work hard to improve comprehension since the pupils at this age have already moved beyond the phase of where imaginative thinking is at its peak.

There is a second concern about teaching reading skills in this sequence. This approach is difficult for many young children because, in many cases, their eye muscles have not matured to the point where they can track properly on a page. Thus, a number of children will be labeled as slow or remedial readers simply because their eyes may not have matured as early as other children.

Waldorf Education approaches reading instruction from an almost opposite direction specifically so that instruction is synchronous with the development of children. Reading is much more than recognizing sound/symbol relationships. For true reading to occur, there must be a corresponding inner activity that takes place as the child decodes words: that is, the child must form an inner picture of what he or she is reading so that comprehension develops. The rich life of the imagination is most potent in a child during kindergarten and early elementary years and is present at the same time that the child's sense for the sound and rhythm of language is at its peak.

To capture these capacities at the time that they are most present in the child is the rationale for a foundation of reading that begins first with spoken language. The rich language of fairy tales, the pictorial imagery of songs and poems and the desire of the young child to listen to stories and repeat rhymes and sing songs all become the basis for a language arts curriculum through which a child may come to love "the word". Imagine how much more complex and imaginative are the stories to which a child may be introduced if they are orally presented rather than through the simplistic language of a reader. Imagine how much a child's vocabulary can develop from listening to the content that the teacher brings. Imagine also how much more sophisticated a child's understanding (comprehension) of the world can become through hearing the rich and complex language in the teacher's presentations and stories.

For all of these reasons, Waldorf students will be given a strong foundation in comprehension, vocabulary and in the sounds and meanings of their native tongue. Then students will be introduced to writing and spelling the letters and words that are part of their stories. And, as a final step, the students will read from their own texts describing the stories that they have heard. In this way, students have the proper time to develop all of the skills that are part of the complex skill of reading at the time when it is most appropriate for them to do so. When reading is approached in this way, children become voracious readers who love and understand what they choose to read.” ⁴² **

Approach to Literacy:

As with all good teaching, we build from the known to the unknown when it comes to literacy. Rather than push a student to decode quickly, we concentrate on building a solid foundation for long-term writing and reading success. This foundation begins with what the child already knows—*oral language*.

The first grade child learns how to write and then read what he has already learned to say. This builds upon his assets versus deficits. Over the course of the year, the teacher introduces the letters and sounds in imaginative ways. Story, art, music, movement, sculpture, vivid language, and other creative learning strategies are used to integrate the senses and inspire students. As a result, the students' motivation and joy in learning are significantly raised.⁴³

Students become increasingly capable of writing and reading sight words as the first grade year progresses. The teacher presents the study of these words in the context of compelling and age-appropriate stories. This work is done during Main Lesson and practice periods. Current educational research ⁴⁴ including several longitudinal studies, demonstrates that such an approach to literacy is highly effective.⁴⁵

Learning to Read:

SMS uses both the whole language approach and phonics instruction to teach students to read. The reading process begins from the teacher's own instruction and writing. Learning is familiar and relevant. By the end of first grade, many students will be reading simple books and will know dozens of sight words. Most will clearly understand that letters represent sounds, which form words, and that these words can be used to say fun, creative, and powerful things on paper. They will be able to listen attentively and concentrate for more than 30 minutes at a time. Such control is a remarkable milestone and translates into proven future academic success.⁴⁶

Students enjoy a variety of stories and become adept at talking about the sequence, characters, settings, and events of a story. Some students may learn to read independently and fluently in the first grade year. The focus of literature is primarily on fairytales because they speak to the developmental needs and interests of this age.

By second grade, students' writing will become increasingly beautiful as the teacher carefully models penmanship and guides them through form-drawing classes (see below), which actually teaches cursive handwriting through brain integration. By the end of the second grade year, more students will have learned to read independently and fluently.

The vast majority of third grade students read independently and fluently. Their cursive handwriting and spelling improves dramatically over the course of the year. While the approach described above is typical, other strategies may be implemented when needed.

Handwriting research:

Additionally, handwriting is key for learning, memory and creatively development. In many schools, handwriting is hardly taught any more. At Waldorf schools it is a mainstay of the curriculum throughout the elementary grades. New research shows that the fading art of handwriting can benefit children's motor skills and their ability to compose ideas and achieve

goals throughout life. An article in the Wall Street Journal describes how, by using advanced tools such as magnetic resonance imaging, researchers are finding that writing by hand helps with learning letters and shapes, can improve idea composition and expression, and may aid fine motor-skill development. Another recent study demonstrated that in grades two, four and six, children wrote more words, faster, and expressed more ideas when writing essays by hand versus with a keyboard. Studies suggest there's real value in learning and maintaining this ancient skill, even as we increasingly communicate electronically via keyboards big and small. Indeed, technology often gets blamed for handwriting's demise. But in an interesting twist, new software for touch-screen devices, such as the iPad, is starting to reinvigorate the practice. ⁴⁷

Reading to Learn:

The literacy level of students begins to soar during third grade as students enter the *reading to learn* stage of their development. Students become increasingly motivated to read independently about their own interests as well as to study for school. They comprehend more fully what they've read and are equipped with an arsenal of effective reading strategies, including clarification, questioning, summarization, and prediction.

Students in the upper grades are often seen reading respected fiction, rigorous nonfiction, as well as articles from magazines and newspapers. According to current student achievement data collected through the ZOOM! project of the California Charter Schools Association, students in Waldorf-inspired schools begin to outperform their counterparts in traditional school settings on standards-based test scores in English-Language Arts at third grade and above (Oberman, 2010).

Parents are informed when the delivery of the SMS curriculum differs in sequence from traditional schools, so that they may make well-informed decisions on the enrollment of their children. Parents learn of the benefits of remaining in the school throughout the grades and long-term commitment to the school is sought. Parents are highly encouraged to support the school's literacy efforts by reading to their children for a minimum of thirty minutes each evening.

Approach to Mathematics

In the early elementary years, math instruction flows from the whole-to-parts and is especially integrated and playful. Stories, art, manipulatives, music, mental games and movement are used to stimulate students' neural resources and to create a learning context. The primary mathematical operations are taught side by side to demonstrate their interdependence and to discourage the "one right answer" mode of thinking. Such an integrated approach to mathematics commands attention, builds-up critical thinking capacities, facilitates memory, and imparts a joyful appreciation for the qualities of numbers.

The mathematics program becomes increasingly practical for the nine to eleven year-old child, when useful skills for daily life are strongly emphasized, including: multiplication, long-division, measurement, decimals, and fractions. Such topics are introduced in the context of thematic instructional blocks related to gardening, cooking, building, zoology, farm, etc. In this way, mathematics is made meaningful and comes *alive*. Additionally, children of this age are challenged to make good use of their expanding capacities for personal discipline and responsibility through increased homework levels.

By the time students reach middle school their confidence as mathematicians is solidified. SMS will be careful to ensure that individual children have positive experiences with mathematics from the outset. Now equipped with a solid foundation and positive attitude, adolescents develop an affinity for the concrete nature of mathematical laws. The *objectivity* of mathematics offers them comfort during potentially turbulent years.

The curriculum meets the expanding developmental capacities of students through in-depth study of business math, algebra, and geometry. Students create order, think rationally, engage in logical exercises, and visualize spatially. By the time the majority of eighth graders exit the mathematics program, they are proficient in foundational mathematical skills, have been introduced to important principals of geometry, and have completed Algebra I.

Science through Observation

Science standards are taught through *observation* and *experience* of our natural environment. Through nature studies, gardening, and environmentally conscious practices, the children develop reverence and a sense of guardianship for the Earth and all of its inhabitants. In the upper grades, the teacher sets up experiments, and call upon the children to observe carefully, ponder, discuss, and write up scientific observations. The students then draw their own conclusions. Through this process, rigorous independent thinking and sound judgment are cultivated. Zoology, botany, chemistry, physics, astronomy, meteorology and physiology are presented in the upper grades.

Role of Technology

At SMS, technological literacy occurs in a specific and gradual timeframe. Technology is used as a learning tool during middle school. Before this time, it is critical for students to interact with one another and with teachers in exploring the world of ideas, participating in the creative process, and developing their social skills and inner qualities. As older students, they become proficient in computer technology and web-based research. Many Waldorf graduates have successful careers in the computer industry (Educational Leadership, 2008).

A recent report from the MacArthur Foundation supports this approach. It asserts that we must first foster in students the social skills and cultural knowledge necessary so they may deploy technological tools properly and gain their full benefit. “Our goal should be to encourage youth to develop the skill, knowledge, ethical framework, and self-confidence needed to be full participants in contemporary culture” (Elkind, 2001).

How will you ensure that students are prepared to meet standards related to technology and/or take standardized tests electronically?

Humanities and Multiculturalism

SMS teaches students to appreciate the diverse cultures that have influenced humanity over the centuries. Children are exposed to world cultures through the presentation of the peoples, legends and literature of the world. The students gain flexibility and an appreciation of the diversity of humankind. The performing arts curriculum is an integral part of these studies, culminating in an annual class play performance in second through eighth grades and musical performances.

Significantly, it is not only through their studies that students learn to be *multicultural* and *tolerant*. The children in any class come from a variety of backgrounds. These groups of mixed religious, cultural, social, economic, and ethnic elements coalesce together into a cohesive community, which stays together for *multiple years*. In this way, SMS classrooms are microcosms of larger society. Social harmony is developed through positive peer interactions that are sustained over time.

The net result of our multicultural curricula and intimate educational environment is an especially inclusive schooling experience. Waldorf education was commended by the *United Nations* for promoting peace and tolerance in impactful ways (Hart, 2001).

Foreign Languages

Foreign Language usually begins in first grade, giving children insight into and familiarity with another language and culture when they are especially primed to absorb this. Through the grades, the foreign language program expands to include reading, writing, grammar and conversation so students become increasingly proficient in at least one foreign language. Spanish will initially be taught to all students across the grades. A second foreign language may be introduced at a future date. Aspects of other languages (e.g., Latin, Greek, Hebrew, and Japanese) are also woven into the curriculum.

Music

Music is a central component of our curriculum and is found in every classroom. Instrumental music practice begins in first grade, with flutes and recorders that are stored in cases the students knit themselves; as early as third grade students learn an orchestral instrument, usually the violin.

Practical Subjects

Practical work such as crafts, woodworking, and handwork (handicrafts) are brought to the students using natural materials. Research confirms that optimal brain development is founded on refined motor development. Learning to knit, crochet, sew, whittle, etc. develops the motor skills that enhance intellectual development, concentration, coordination, perseverance, and imagination (NYTimes, 2009) Students also have hands-on experiences building shelters, gardening, caring for the animals and cooking.

Such practical learning builds on the students' innate sense of *wonder* and *awe* at nature. For instance, in gardening they observe seeds, the young seedlings about to be transplanted, the young plants with leaves reaching for the sun, the developing plant with flowers, and the mature plant with its fruits, vegetables or roots for harvest. Students also observe the circle of life by watching the older, dying plant with its seeds and then its transformation through the composting to rich soil to nourish new seeds.

Interdependence and Stewardship:

Another primary goal of the practical curriculum is to instill in students a deep understanding and respect for the interdependence between humans and the natural world. Students appreciate that every action impacts the environment, and that their choices have significant consequences for the natural world and other human beings. Students engage in learning experiences and

activities that cross curricular boundaries, promoting a strong sense of environmental stewardship, community responsibility and service learning.

Will and Work Ethic:

Practical responsibilities increase as the children become more capable. Over each year, expectations for sustained and focused work become more apparent. The practical offerings instill positive life habits such as responsibility, hard work, and appreciation for others' labor. Developing the will and drive to complete practical hands-on projects in turn fosters a sense of accomplishment and pride.

Physical Education and Games

A wide variety of age-appropriate physical education classes and games will occur. They are an integral component of the educational program and promote spatial awareness, healthy group dynamics, and physical health.

PER RUBRIC RECOMMENDATION, I suggest renaming the "Overview of each class" section (below) to be the "Curriculum Framework" and moving it to the Appendices. This would include the content from here until midway down the page on page 51 (prior to the start of the Instructional Strategies section, which should stay in the Educational Program narrative). Then at the end of the Educational Program section (just before the GOALS section), add a reference that states that the Curriculum Framework that provides details about each grade is included in the Appendices.

Overview of each class:

Kindergarten

Our kindergarten curriculum is developmental; that is, we meet the children "where they are," while simultaneously laying the foundation for academic success in later grades. It is designed to enhance the young child's physical development, which includes fine and gross motor skills, language development and sensory integration. In addition, the activities of the kindergarten are structured to strengthen the child's imagination, creativity, social skills, and sense of self-confidence. Teachers involve the students in maintaining the organization of classroom materials, preparing the foundation for orderly thinking.

Literacy begins in the kindergarten with a rich oral language base. The teachers use multicultural storytelling to develop the students' attention span, concentration, vocabulary, speaking, and listening comprehension skills, and to lay the basis for reading comprehension. Through drama, rhythmic poetry, nursery rhymes, and songs the teachers further immerse the children in vivid and imaginative oral speech and literature. The teachers use puppetry, engage the children in acting out stories rich in vocabulary and imagination, and lead singing games to teach comprehension strategies such as story sequence and character development.

Kindergarten introduces the fundamental concepts of mathematics through creative play and daily practical activities. Mathematics begins in the kindergarten with sorting, one-on-one correspondence, counting from 1 to 30, patterning, and identifying shapes. Through daily practical activities such as setting the table, students learn to pattern, as well as to identify, sort, and classify objects by attribute. The approach, through imitation and creative play, uses raw

materials such as logs, nature blocks and driftwood of different shapes and sizes, seashells, stones, pinecones, etc. By the end of kindergarten students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe, and sort objects, and develop a sense of properties and patterns. They explore economics through imaginative play that involves sorting and trading objects of different sizes and properties.

The science curriculum in kindergarten gives the children a multiplicity of experiences with the natural world. In the physical sciences, students' creative play involves them deeply in exploring basic physics principles, such as mass, density, gravity, balance, and the creation of pulleys and levers. Students experience the properties of heat and cold, as well as observing seasonal changes. Life science and earth science start with students exploring common objects using their five senses. Students learn to communicate observations orally and through drawings. Nature tables as well as frequent nature walks provide an awareness of the seasons and a connection to the natural environment. The students experience the cycle of growth through gardening, from seed to harvest to transformation through cooking.

Other activities involve students directly in the transformation of colors and natural materials into useful and beautiful creations. These activities include combining colors in watercolor painting, carding and felting raw wool, and making dolls from garden grasses. Finger-knitting develops fine-motor skills and nurtures children's ability to focus and concentrate, while fostering hand-eye coordination. Students' development of fine motor skills and focus is essential for learning to read and write, as well as for doing mathematics and other academic work.

Problem-solving skills have their foundation in creative play that transforms the environment in inventive ways. Creative play provides students with opportunities to imagine, plan, and carry out increasingly complex activities. During creative play, teachers guide students' growing capacities for creative problem solving, social interaction, and self-regulation. Early childhood research shows that free play is serious work for young children, forming the basis for later academic success (NYTimes, 2006)

Curriculum Overview for Grades One – Four from Three Cedars Waldorf

ACADEMICS	1	2	3	4
History & Literature	Fairy Tales Around the World Nature Stories	Fables Around the World Saint Legends Tall Tales Folk Tales	Hebrew Legends & Culture	Native American Tales Norse Mythology Local History Local Natural Resources, Native Peoples, Early Settlers
Language Arts	Letter Forms and Sounds Writing Words and Simple Sentences Beginning Reading with Own Writing as Text Word Families Oral Poetry Oral Recitation	Reading Word Families Punctuation Writing Intro to Cursive Writing Poetry	Reading Spelling Grammar Composition Student Composition Poetry Drama and Speech Handwriting as an Art	Reading Spelling Grammar Composition Student Composition Poetry Drama and Speech Handwriting as an Art
Math	Geometric Form Drawing (freehand) Multiplication Tables through Movement and Recitation Intro to the Four Operations:	Geometric Form Drawing (freehand) Multiplication Tables through Movement and Recitation Four Operations (continued)	Geometric Form Drawing (freehand) Multiplication Tables Larger Numbers with the Four Operations	Geometric Form Drawing (freehand) Multiplication Tables Fractions Long Division (continued)

	Addition, Subtraction, Multiplication, Division Qualities of Numbers Count to 100 Roman Numerals Rhythmic Patterns Number Sequences and Relationships Odds and Evens Word Problems Mental Arithmetic	System of Place Value Number Sequences and Relationships Daily Oral & Written Practice Mental Arithmetic	Beginning Long Division Borrowing and Carrying Time Money Number Sequences and Relationships Weights and Measures Use of the Ruler Daily Oral & Written Practice Mental Arithmetic	Factoring Number Sequences and Relationships Daily Oral & Written Practice Mental Arithmetic
Science	Kingdoms of Nature through Stories	Kingdoms of Nature through Stories	Human Activity in Nature: Farming, Gardening, House Building, Food Production, Clothing Around the World Cooking and Baking	Human Beings and Animal Studies
Geography	Exploration of Immediate Surroundings	World Cultural Geography through Stories	Practical Studies of World Housing and Clothing	Local Geography and Washington State
The Arts	Drama, speech, singing, recorder, drawing, painting, handwriting and sculpting: woven throughout the core curriculum weekly			

SPECIAL SUBJECTS	1	2	3	4
World Languages	Spanish Japanese	Spanish Japanese	Spanish Japanese	Spanish Japanese
Music	Pentatonic Flute and Singing are Integrated into Academics	Pentatonic Flute and Singing are Integrated into Academics	Recorder and Singing are Integrated into Academics	Recorder and Singing are Integrated into Academics Strings
Practical Arts	Handwork	Handwork	Handwork Gardening	Handwork
Movement	Physical Education Eurythmy Folk Dance	Physical Education Eurythmy Folk Dance	Physical Education Eurythmy Folk Dance	Physical Education Eurythmy Folk Dance

Curriculum Grades Five – Eight Three Cedars Waldorf School

ACADEMICS	5	6	7	8
History & Literature	Ancient Mythologies and Histories: India, Persia, Mesopotamia, Egypt, Greece, North American Culture Biographies	Roman History Medieval History Biographies	Renaissance Age of Exploration: Tales of Discovery Biographies	Modern History 18th – 20th Centuries: Revolutions in Politics and Industry Biographies
Language Arts	Reading Spelling Grammar	Reading Spelling Grammar	Reading Spelling Grammar	Reading Spelling Grammar

	Composition Creative Writing Poetry Drama and Speech Handwriting as an Art	Composition Creative Writing Poetry Drama and Speech Research Skills Calligraphy	Composition Poetry Drama and Speech Research Skills	Composition Short Stories Poetry Drama and Speech Research Skills
Math	Geometric Form Drawing (freehand) Fractions Decimals Averages Metric System Daily Oral & Written Practice	Geometric Form Drawing (with instruments) Ratios Proportion Percentages Graphs Estimating Business Math: Profit & Loss, Discounting, Interest Daily Oral & Written Practice	Algebra Geometry Graphs (continued) Daily Oral & Written Practice	Algebra Geometry Practical Applications Daily Oral & Written Practice
Science	Botany	Geology/Mineralogy Physics: Heat, Light, Acoustics, Magnetism, Electricity, Mechanics, Hydraulics, Aerodynamics	Human Physiology & Nutrition Astronomy Chemistry: Inorganic Physics: Continued	Meteorology Human Anatomy Chemistry: Organic Physics: Continued
Geography	Historical Maps of Mediterranean Area North America Mapmaking & North American Geography	Physical Geography of the World Economic Interdependence Cultural Geography: Religions, Traditions, Lifestyles Mapmaking	Physical Geography of the World Economic Interdependence Cultural Geography: Religions, Traditions, Lifestyles Mapmaking	Physical Geography of the World Economic Interdependence Cultural Geography: Religions, Traditions, Lifestyles Mapmaking
The Arts	Drama, speech, singing, recorder, drawing, painting, handwriting and sculpting: woven throughout the core curriculum weekly			

SPECIAL SUBJECTS	5	6	7	8
World Languages	Spanish Japanese	Spanish Japanese	Spanish Japanese	Spanish Japanese
Music	Recorder and Singing are Integrated into Academics Orchestra	Recorder and Singing are Integrated into Academics Strings Ensemble Choir	Recorder and Singing are Integrated into Academics Strings Ensemble Choir	Recorder and Singing are Integrated into Academics Strings Ensemble Choir
Practical Arts	Handwork	Handwork Woodworking	Handwork Woodworking	Handwork Woodworking
Movement	Physical Education Eurythmy Folk Dance	Physical Education Eurythmy Medieval Dance	Physical Education Eurythmy Renaissance Dance	Physical Education Eurythmy Ballroom Dance

Curriculum Overview Grades 1-8 (Mountain Sage Community Charter School)

The following represents our Waldorf-inspired curriculum sequencing and content by grade level.

First Grade

Math: Qualities of numbers; introduction to the four operations of arithmetic; geometric forms; whole number processes; counting rhythms; times tables 2 through 6; number bonds

Literature & Grammar: Pictorial and phonetic introduction to the alphabet; word recognition; writing; poetry recitation; Fairy and folk tales from around the world: selected Grimm's fairy tales, some Hans Christian Anderson and Russian fairy tales late in the year

Science: Nature stories; nature walks; observations; gardening; local environment; seasons; animals

Music and Performing Arts: Singing games; interval and/or pentatonic flutes/recorders (developing finger coordination, concentration, breath control); songs based on seasonal themes; in-class drama based on curriculum

Art: Form drawing; wet-on-wet watercolor painting (emphasizing an experience of working with color rather than creating formed pictures); beeswax modeling; crayon illustrations

World Language: Spanish are through plays, songs, rhythms, poems and games

Handwork: Knitting with two needles (promotes eye-hand coordination, fine motor skills, and arithmetic skills, sequencing, patience, perseverance and self-esteem); seasonal crafts

History & Social Studies: Fairy & folk tales, rhymes; poems; songs

Geography: Spatial orientation; body geography

Physical Education: Circle games

Second Grade

Math: Continue with four operations of arithmetic; story problems; number patterns; times tables 7 through 12, long division, written calculations

Literature & Grammar: Reading and writing; phonetics; elements of grammar (naming, describing words); beginning cursive writing; Animal fables, American Indian myths and legends of heroic people from around the world

Science: Garden and nature studies; school and local environment, seasons; animals

Music and Performing Arts: Singing; pentatonic flute/recorder; in-class drama and performance

Art: Continue form drawing; watercolor painting; beeswax scene modeling, block crayon drawings

World Language: Spanish continued (vocabulary, counting, animals, colors)

Handwork: Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development); crocheting

History & Social Studies: Legends and stories of heroic people and animal fables

Geography: Natural studies

Physical Education: Rhythmic games, line games

Third Grade

Math: Memorization of multiplication tables (2 through 12) continued and strengthened; weight; measure; length; volume; money; time; two to three digit multiplication; long division

Literature & Grammar: Elements of grammar (nouns, verbs, adjectives, adverbs); continuing cursive; punctuation; compositions; Stories from ancient history

Science: Gardening; soil; nature studies; animal husbandry; conservation; cooking; house building; farming

Music and performing arts: Singing in rounds; pentatonic and C flutes/ r; in-class skits; performance of annual class play; recorder music notation

Art: Continue form drawing; human gestures in illustrations; painting; beeswax scenes from history; pencil drawing

World Language: Spanish continued (songs, plays, poetry, conversations, and vocabulary)

Handwork: Crocheting (pattern and placement recognition, finger dexterity); hand sewing

History & Social Studies: Study of practical life (house building, clothing, and cooking) around the world

Geography: History of Farming and House building

Physical Education: Traditional Games

Fourth Grade

Math: Four-digit multiplication; continuation of long division; fractions; averages; factoring

Literature & Grammar: Elements of grammar; continuing cursive; miniscule block print; creative alphabets; punctuation; book reports; creative writing; composition; Norse mythology, Indian Legends and local history

Science: zoology, animals in their environment; continuation of gardening and nature studies

Music and Performing Arts: Singing and flutes/recorder in rounds; possible addition of violin/cello; music theory; choir

Art: Advanced (woven) form drawing; painting; clay modeling of animals

World Language: Spanish continued (songs, plays, poetry, conversations, cultural activities, vocabulary, beginning writing)

Handwork: Cross-stitch; embroidery; knotting; braiding (creating patterns from front to back)

History & Social Studies: Colorado and local history

Geography: Colorado and local geography; map making

Physical Education: Folk dancing; Relay Races

Fifth Grade

Math: Decimals; fractions; metric system; geometry as it developed in ancient cultures

Literature & Grammar: Elements of grammar; sentence structure; descriptive writing; continuing cursive, punctuation and compositions; Greek, Indian, Persian and Egyptian myths

Science: Botany; Inductive Method; continuation of garden and nature studies

Music and Performing Arts: Singing; flute/recorder; possible inclusion of violin/cello; 3-part choir

Art: Freehand geometric drawing; painting; clay modeling of ancient world; varied landscapes, drawing

World Language: Spanish continued (simple conversations, poetry, cultural activities, vocabulary, continued writing)

Handwork: Knitting in rounds; knitting socks, hats, or mittens (develop and follow written instructions)

History & Social Studies: Mythology and life in ancient civilizations from ancient India through ancient Greece. Greek history through Alexander the Great

Geography: North American geography as related to vegetation, agriculture, culture and economics

Physical Education: Greek Olympic Games (the pentathlon)

Sixth Grade

Math: Percent; beginning algebra and negative numbers; ratios; proportions; geometric drawing with instruments and proofs; business math

Literature & Grammar: Advanced grammar; descriptive compositions; spelling; biographies; business letters; The Roman Empire and Medieval Literature

Science: Mineralogy; physics (acoustics, electricity, magnetism, optics and heat); beginning astronomy; reproductive systems; continuation of garden and nature studies

Music and Performing Arts: Singing in parts; flute/recorder; possible inclusion of violin/cello; choir

Art: Geometry with compass/ruler; platonic solids; painting; clay relief modeling; woodcarving

World Language: Spanish continued, reading and translation stories

Handwork: Pattern making; 3-D construction (visualizing from two-dimensional to three dimensional finished product)

History & Social Studies: The Roman Empire and Medieval History through Joan of Arc

Geography: European Geography

Technology: Computers introduced into Main Lesson

Physical Education: Sport skills

Seventh Grade

Math: Algebra; mathematical thinking/theory; geometry; graphing

Literature & Grammar: English Literature; Grammar Review; research methods and projects

Science: Physics (mechanics); physiology; astronomy continued; inorganic chemistry; nutrition; continuation of garden and nature studies

Music and Performing Arts: Singing and flute/recorder in parts; possible inclusion of violin/cello; music theory

Art: clay modeling human hand and foot; woodworking; painting; perspective drawing; recreations of masters

World Language: Spanish continued, reading and conversation

Handwork: Hand-sewn clothing; carving wooden bowls; metalwork

History & Social Studies: Renaissance, Reformation and Age of Exploration
Geography: World geography; Africa, South America and Asia
Technology: Computers used in Main Lesson work
Physical Education: Team sports

Eighth Grade

Math: Practical applications of arithmetic; set concepts; algebra; solid geometry
Literature & Grammar: Journalism; writing short plays; Shakespearean drama
Science: Physics; organic chemistry; physiology; continuation of gardening and nature studies through ecology; astronomy; meteorology
Music and Performing Arts: Singing and flute/recorder in parts; possible inclusion of violin/cello; symphonic form; American Music
Art: Black and white drawing; veils with watercolor; perspective drawing
World Language: Spanish continued, dialogue and original writing
Handwork: Machine sewing of original garments; bookbinding; soapstone carving; clay sculpture; woodcarving; metalwork
History & Social Studies: World trade and economics; American history; Modern History
Geography: World geography; Asia and other culturally diverse regions around the world.
Technology: Computers skills and use are a part of the Main Lesson
Physical Education: Team sports

Throughout All Grades:

Drama: Students present an annual production that reflects the year's themes.
Eurythmy: Students practice gestures and movement with speech and music exercises.
Garden, Farm and Wilderness: Students learn and develop a deep understanding and respect for the interdependence between humans and the natural world.

Instructional Strategies

Main lesson

During *Main Lesson*, there are three distinct stages of learning:

□ *Stage One* generally takes place over one day. The teacher guides students through specific learning activities from *whole-to-part*. The children experience this with minimal abstraction so they can absorb the new information deeply. For example, at the beginning of a sixth grade geometry lesson students might observe and then draw natural phenomena such as flowers. As they discover the innate patterns, geometrical concepts emerge. This method is in contrast to teaching that is too abstract or isolated from context, which can then become discouraging and indigestible.

□ *Stage Two* usually occurs the next day. After literally “sleeping-on” the previous day’s content, the children summarize it in their own words with minimal but conscious input from the teacher. In *Classroom Instruction that Works*, Dr. Robert Marzano established that summarization and effective questioning boost student achievement more than nearly any other known teaching strategies.⁴⁸ Additionally, research in cognitive psychology has

found that long-term memory is greatly improved if students process material in a deep and meaningful way. Self-generated elaboration (as happens when a child retells or summarizes information) leads to better recall than mere study of material, as it establishes a long-term memory trace. In this way, the content becomes “owned” and “reconstructed” in new ways by the students. Retelling during Stage Two is consistently more vivid and integrated. The literal process of sleep is seen as an essential part of learning. Research corroborates that the brain processes sensory information in significant ways during phases of deep sleep.⁴⁹

□ *Stage Three* may take place over ensuing weeks and leads further towards the development of analytical thinking capacities. In this third stage there is emphasis on promoting deep understanding at the conceptual level through the use of critical thinking strategies. In the example above, the sixth grade geometry students have now worked with complex theorems and can solve challenging math problems since their learning has been appropriately scaffolded.

Teachers work hard to present information from whole to parts and in thoughtful, thorough ways. They understand if teaching is too detached, unstructured or chaotic; students will not engage which could lead to boredom, frustration, and underachievement.

Teacher Art:

Teachers use chalkboard drawings to spark student storytelling and are inextricably linked to the learning process. Stories are how people remember. As philosopher Isak Dinesen explains, “To be a person is to have a story to tell” (Bitgood, 1993).

Form Drawing:

Form drawing, the freehand drawing of geometric shapes, is a subject taught in Waldorf-inspired schools that is not offered in most other schools. Students practice form drawing starting in first grade and typically continue with it through fifth grade. The forms the children draw each year are chosen to resonate with the developmental challenges they typically experience that year and with the academic subjects they study in each grade. In fourth grade, for instance, the children work with fractions and so draw geometric forms that express fractions in visual shapes. Students also draw forms that relate to the cultures they are studying. In fifth grade, elaborate designs are derived from ancient Greece and Egypt as they study those cultures. Form drawing aims to develop specific qualities in students:

- *Concentration:* The children draw slowly and with care, trying to make each shape as well done as possible. Even “simple” forms require focus.
- *Hand-Eye Coordination:* Drawings are usually modeled from an example the teacher draws on the board, which requires the child to repeatedly look up at the example and back down to his or her own work.
- *Handwriting:* Children draw flowing shapes that are reminiscent of numbers, letters, and beautiful cursive handwriting.
- *Spatial Intelligence:* Form drawing requires students to distinguish between left and right, or top and bottom. This develops spatial intelligence, organization, and an understanding of how individual parts relate to the whole.

Handwork:

Handwork is a key element of the educational program, and is critical to the social-emotional, physical, and intellectual development of children. Handwork typically begins in kindergarten with finger knitting and continues with more complex knitting, crochet, cross-stitch, sewing, spinning, weaving, and wood carving as the student progresses through the grades. Individual project-based activities develop eye-hand coordination, hand strength, dexterity, fine-motor skills, and the ability to purposefully track with the eyes (which helps eliminate some reading difficulties). Recent brain research has found that using the hands in such ways opens up neurological pathways that would otherwise atrophy. While relaxing and fun, handwork also involves strong “will-activity” as it demands concentration, perseverance and problem solving.

Eurythmy:

Eurythmy may be the most distinctive course offered in some Waldorf-inspired schools. The word “*eurythmy*” stems from Greek roots meaning *beautiful* or *harmonious rhythm*. Eurythmy is a dance-like art form in which music and speech are expressed through bodily movement. Specific gestures represent spoken sounds, both vowels and consonants. Eurythmy can be thought of as “visible speech or song” Eurythmy enhances coordination, strengthens the ability to listen, and promotes harmony in groups.

Homework:

Because we employ a developmentally appropriate approach to education we understand the need for young children to have the right amounts of time for structured and unstructured learning experiences. We also recognize that homework can be a valuable way to extend and reinforce classroom lessons, giving older students more practice and review time to assimilate new learning. Homework can also help students develop good study skills, discipline, and responsibility, while providing parents the opportunity to be involved and stay current with their children’s.

The Place of Textbooks:

Appropriate and carefully selected textbooks are seen as valuable resources for teachers and students. Depending on the grade and subject matter, SMS uses state-adopted textbooks as teacher resources for lesson preparation, and as important research tools for students to augment their lessons. In particular, state-adopted math textbooks are used for our standards-based practice periods. It is important to note, however, that textbooks do not *drive* decisions about what is essential for students to learn. Rather, teachers select an array of resources, including textbooks, to deliver standards-based lessons.

High-Quality Materials & Aesthetics:

High quality materials, many of which are specially designed for the curriculum, further allow students the experience of success in their school activities, promoting self-esteem, a sense of value for quality work, and increased motivation for completing schoolwork in the classroom as well at home. In first through eighth grades specially designed main lesson books are used to allow students to create their own thematic subject books for each unit block. In the

kindergartens and lower grades, age-appropriate play materials are selected or hand-made, and include wood, silk, wool, and other natural materials. Students feel more connected to the environment using materials made from the natural world. Students also tend to focus better and feel more relaxed and nurtured when warmly surrounded by an environment of beauty and simplicity, avoiding classroom décor that is too busy.

School Day, School Calendar and Instructional Minutes:

SMS follows a traditional school year calendar that includes a minimum of 175 days during which instruction is provided by school staff.

GOALS Your goals still need improvement, and you need to add a sub-section regarding the strategies you will use to meet your goals. Please see notes on the PER for details and examples.

As a result of attending Syringa Mountain School, students will demonstrate

- Mastery of the traditional Waldorf curriculum adapted for public schools and aligned to the Common Core Standards and Idaho State Standards.
- By the end of 8th grade, equal or higher performance as measured by State assessments.
- *Beginning in 2015-16, and after being continuously enrolled at SMS for 2 years or more, proficient or advanced scores in reading on the State Assessments for third grade through 8th grade students.**
- *Beginning in 2015-16, and after being continuously enrolled at SMS for 2 years or more, proficient or advanced scores in mathematics on the State Assessments for third grade through 8th grade students.**
- *By the end of third grade, Adequate Growth in reading.***
- *By the end of each year, and utilizing the **Whole Child Rubrics for Reading, Writing, Speaking and Listening**, scores in the Often or Always range of proficiency. (See **Appendix V** and Adapted from the Journey Charter School).*
- *Reverence and stewardship for self, others and the earth.*
- *Creative and imaginative thinking.*
- *Critical thinking and good judgment.*
- *Literacy.*
- *Responsibility and self reliance.*
- *Lifelong learning.*

EDUCATIONAL THOROUGHNESS STANDARDS (IdahoCode33-1612)

Syringa Mountain School will fulfill the thoroughness standards identified in Idaho Code. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

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

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

Objectives: The Syringa Mountain School will:

- Develop guidelines for physical safety. These guidelines will include, but not be limited to, the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities;
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools;
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs; and,
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

Standard B: Educators are empowered to maintain classroom discipline.

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

Objectives: The Syringa Mountain School will:

- Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior;
- Set a school-wide philosophy (e.g. Love and Logic, Compassionate Communication) for teachers to handle minor and major infractions in the classroom setting;
- Teach appropriate behaviors and foster responsible decision-making skills; and,
- Establish and maintain consistent rules aligned throughout the school.

Standard C: The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

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

Objectives: The Syringa Mountain School will:

- Utilize the general philosophy of the Waldorf pedagogy to instill appropriate values;
- Emphasize the importance of adults modeling important values at school;
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff; and,
- Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

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

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

Objectives: The Syringa Mountain School will:

- Emphasize meaningful language experience in the language arts, enhanced by dramatization, memorization and a foreign language;
- Provide access to computers to teach students basic computer skills and, in the older grades, appropriate communication through technology (e.g., e-mail, Internet, on-line learning); and,
- Provide instruction in a foreign language. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills (Gardiner, 2006).

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

Goal: Develop an international citizen for the 21st century through the Waldorf pedagogy and sustainability practices where student capabilities rather than textbooks drive pacing. Students must be well grounded in the basics such as reading, writing, mathematics, science and technology, language and social studies.

Objectives: The Syringa Mountain School will:

- Use the Idaho Common Core State Standards and Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods using the Waldorf pedagogy;
- Emphasize foreign language; and,
- Teach a comprehensive health curriculum, as required by the state. Physical activity during the school day will be incorporated into the curriculum.

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

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

Objectives: The Syringa Mountain School will:

- Provide a strong foundation in reading, writing, problem solving, math concepts, science, social studies, and computational skills;
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments; and,
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time

management; assuming a fair share of the workload; and working cooperatively with others to reach group consensus.

- Encourage sustainable living practices.
- Encourage the effective use of technology as a tool in the workplace of the 21st century.

Standard G: The students are introduced to current technology.

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

Objectives: The Syringa Mountain School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems;
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

Standard H: The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

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

Objectives: The Syringa Mountain School will:

- Provide a service learning experience that reflects responsible citizenship in a democratic society and an interdependent world;
- Enable students to develop the following habits of responsible international citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the workload; and working cooperatively with others to reach group consensus;
- Encourage sustainable living practices; and,
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

The Syringa Mountain School will achieve the Thoroughness Standards through its Waldorf pedagogy, curriculum and the unique aspects of the school.

SPECIAL EDUCATION SERVICES

Why are the plans for serving Low-Performing, High-Performing students, and LEP (below) under the Special Education Services header? These students may or may not need special education; these sections should be separate from special education. Reminder: the ELL/LEP, GT, and low-achieving sections that you have are not required by rule / statute, so you may choose to remove them or leave them in (I will not review the content for purposes of evaluating your petition). If you leave them in, please separate it from special education.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

SMS will make significant effort to respond to the personal and academic needs of each child, and to identify and serve those who are academically low achieving or not meeting with success

in any dimension. The school's small size, student-staff ratios, and looping model allow educators to develop special sensitivity towards individual student needs and backgrounds. This translates into a nurturing learning environment with low-stress levels and maximized success. In combination with child study meetings, students' progress is monitored regularly and by multiple educators. Frequent parent contact, interpretation and translation services are also utilized to identify students before they fail.

However, some students will invariably need additional academic or individual support. SMS has developed a plan for low academic achievers that is modeled after the *Response to Intervention (RTI)* framework. Our goal is to meet the needs of all our students through the use of a three-tiered system of support.

Tier I: Prevention

Tier I includes high quality classroom instruction delivered by qualified teachers and regular assessments of all students to monitor their progress toward reaching grade level benchmarks. Teachers are trained to address different learning styles of their students.

Tier II: Identification and Selected Interventions

Identification: In order to identify students who are not achieving at or above expected grade level, students falling below the class average on varied assessments are evaluated to determine if performance was at or below their potential, taking into account the timing of particular subject matter in the curriculum and the age of the child. Beyond academic performance, teachers look for other signals of need as we recognize that there are many factors that affect a student's performance .

Selected Interventions: Selected interventions are implemented by teachers for students identified as achieving below average grade level expectations. Interventions may include, but are not limited to, any of the following:

- Utilizing other teachers for collaborative, individual or small group instruction
- Utilizing parent volunteers for individual or small group instruction
- Peer support with older students, e.g. "reading buddies"
- Individualized or differentiated math, writing, reading, and spelling approaches
- Increased movement/sensory integration activities
- Modified class work, extra lessons, or extended learning opportunities
- Additional parent /teacher communication or partnerships

Child Study: If a student does not respond to initial teacher interventions, the student is referred to the *Child Study* process. Child Study occurs during the weekly Faculty Meeting. The class teacher initiates the process by giving colleagues a complete and holistic picture of the child. After the child is described physically, socially, and academically, the teachers have an opportunity to ask additional questions. Discussions of a particular child may take place during several meetings. Next, the teachers are asked to observe the child for one week. Then, the parents of the student are often invited to describe their child and to offer insight or suggestions. Teachers and parents brainstorm together in order to find solutions to help the student become more successful.

Care Team: To ensure that no student “falls through the cracks” a standing committee known as the *Care Team*—comprised of staff members with particular experience and passion for student support—meets regularly to monitor progress and to advocate for students. The Care Team uses a systematic problem-solving approach to assist students with any concerns that are interfering with success. Parent input may be solicited for the Care Team process.

The Care Team clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parent, teacher, and student. *The Care Team is a general education function.* All students can benefit from the Care Team, including but not limited to, those students achieving below grade level, those who are achieving above grade level and require greater challenge, and students who have experienced emotional trauma, behavioral issues, or language issues. Instructional staff that has concerns for a student can refer that student to the Care Team for consideration.

Tier III: SST Intensive Interventions

If there is little or no improvement during the first two tiers, the student will likely be referred to the Student Study Team (SST), for further assessment. The school will follow the ISDE SST processes with appropriate documentation and referral to special education assessment for services when indicated. Assistance will be requested/contracted from the Blaine County School District staff or another school district or contractor when needed.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING Gifted and Talented

The curriculum inspired by Waldorf education is, by nature, multi-disciplinary. It involves academic learning supported by a rich artistic curriculum along with movement instruction and social learning. Ideally, this creates a climate where all children succeed in some areas, while seeing their classmates excel in others. This learning atmosphere builds individual self-esteem, as well as students’ respect for each other as important members of their classroom learning community.

In addition to using an approach to learning that is inspired by Waldorf education, the plan for students who are academically high achieving includes:

A. Differentiated Instruction

“Differentiated instruction” is a method of teaching that involves matching learning styles with abilities. This type of teaching is inclusive of many strategies and techniques that best suit the needs of the students at any one time. Specifically, differentiated instruction is flexible and constantly changing to meet existing needs.” All successful teachers differentiate instruction to meet their student’s needs.

All gifted and talented (G/T) students have special needs; consequently, these students will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars or workshops. The charter school environment allows for areas to be pursued beyond the scope of the regular curriculum, regardless of the student’s areas of special talent. This will be accomplished through, but not limited to clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, and interest-based workshops.

For example, K-3 teachers address the core subjects at the same time of day (especially reading and math) and the students are moved to the “level” needed

B. Policies and Procedures. SMS will implement policies and procedures for the identification and instruction of the gifted and talented according to Idaho Code §33-2003.

C. Definition. Gifted and talented children are defined as those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities.

D. Identification SMS will identify G/T students using a variety of formal assessments (Standardized Intelligence Test or other equivalent assessment), informal assessments (teacher rating/observations; student records, including GPA; projects or work sample; parent questionnaire; student questionnaire, etc), and other information indicative of giftedness and/or talent (subject experts, personal references, etc.) to ensure all opportunities to be considered for the program have been met. The school’s process for identifying G/T students shall include the following steps:

1. The school shall screen all potentially G/T students to ensure they have an opportunity to be considered; and
2. The school shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and
3. The school shall match student needs with appropriate program options.

E. Strategic Plan SMS will develop program options, including, but not limited to: competitions, independent study, curriculum compacting, mentorships, etc. The G/T Program Director or Designee will develop and maintain a written educational strategic plan for the G/T program. After an initial submission to the Board and Authorized Chartering Entity, plans will be reviewed annually and submitted to the Board and Authorized Chartering Entity every three (3) years. The gifted and talent plan will include the following: 1. Philosophy statement 2. Definition of giftedness 3. Program goals 4. Program options 5. Identification procedures 6. Benchmarks and program evaluation 7. Implementation and evaluation timelines

F. Goals

SMS’s goals for the G/T program include, but are not limited to:

1. Providing a learning environment that will encourage the capable student to develop to his/her individual potential while interacting with intellectual peers;
2. Establishing a climate that values intellectual ability, enhances self-concept and encourages self-direction and self-evaluation; and
3. Encouraging the development of, and providing opportunities for using, higher-level thinking skills and acceleration within the regular curriculum.

G. Oversight & Professional Development The G/T Program Director will have the required endorsements and certifications, and will oversee all aspects of the G/T program and develop a comprehensive professional development plan regarding G/T education. The school will work with and possibly contract with the authorizer for additional program oversight and necessary staffing. Gifted and talented, as well as general education, personnel will receive ongoing training in order to meet the needs of G/T students who are enrolled in the school and as part of the annual Waldorf training.

H. Parent Participation The Board understands the importance of parent participation in their child's education. Consequently, SMS will make every effort to facilitate opens lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child in the G/T program. Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time.

I. Student Files, Documentation, and Record Keeping: Reference Family Educational Rights and Privacy Act (FERPA) Every student who is identified as G/T will have a confidential file documenting the need for services. The student's file should include the following materials:

1. Referral and consent for testing
2. Summary of test results
3. Assessment documentation, e.g., checklists, nominations, test reports, anecdotal information, portfolio rating scale, etc.
4. Decision of the G/T MDT.

The confidential file will be kept by the SMS G/T Program Director or designee or be placed with the student's cumulative records. In either case, the confidential file must be available to counselors in middle schools, junior high schools, and high schools in order to provide the student with a continuum of services. Other teachers will be granted access to G/T confidential files if they have a legitimate educational interest in the records as determined by the G/T facilitator.

PLAN FOR ENGLISH LEARNERS Limited-English Proficiency (LEP) Program: Ref. Title VI of the Civil Rights Act of 1964, Idaho Code § 33-1617 and 08.02.03.112(5)

SMS is committed to excellence in the area of English Language proficiency. We see a commitment to the arts and a culturally rich educational program as a strong foundation for all language learning. SMS anticipates an enrollment of 33 ESL students. Based on the population demographics of Blaine County, SMS anticipates limited-English proficient (LEP) students to make up 20% of total enrollment. SMS will utilize established criteria and procedures to identify limited English proficient (LEP) students as per Idaho State Department of Education (SDE). The school will work with and possibly contract with the authorizer or another school district for additional program oversight, professional development and necessary staffing.

SMS in accordance with the Board's philosophy to provide a quality educational program to all students, will provide an appropriately planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students, so they can attain academic success. Students that have limited English proficiency (LEP) will be identified, assessed, and provided appropriate services.

SMS will maintain an effective means of outreach to encourage parental involvement in the education of their students. This will be accomplished at the beginning of each school year. SMS will enlist the services of an interpreter to communicate with non-English speaking parents, as required by law. Parents will also regularly be apprised of their student's progress.

A. Progression of Student through LEP Program

The Principal/Designee will implement, supervise and disseminate written procedures regarding an LEP program as required by Title VI of the Civil Rights Act of 1964, Idaho Code § 33-1617, and 08.02.03.112(5), which will:

1. Identify and assist LEP students.
2. Create a plan to quickly emerge student in the English language.
3. Transition LEP students through the program with fluency as quickly as possible.
4. Set attainable goals for students to meet.

B. LEP Program Goals and Procedures

SMS's Principal/Designee will also oversee appropriate LEP instruction and compliance with applicable laws and regulations, by ensuring implementation and adherence to the following programs and procedures:

1. Program goals:

Students whose dominant language is not English should be enrolled in SMS. Students will have access to and be encouraged to participate in all academic and extracurricular activities of SMS. Students will be identified by appropriate testing; teacher referral will be considered, but will not be a determining factor. Identified students will be provided an appropriate, planned instructional program, which may include one-on-one education with a para-professional.

2. Student Enrollment Procedures:

SMS will establish the following procedure for identifying students whose language is not English.

1. SMS will have registration cards for every new student that includes at least the question: What is the primary language spoken in the home?
2. If a response is any language other than English, SMS will send a School/Home Language Survey (HLS) home to the parents.
3. If the survey comes back indicating that a student may be LEP, they will be tested with the English language learners (ELL) Placement test within 30 days of registration or within 2 weeks (15 days) of entry into the school (if during the year).
 - a. If the student scores Advanced on the ELL placement test, the student is not eligible for services and will be placed in the regular classroom. Factors other than English language proficiency are more likely the reason for the student's performance; therefore, SMS will examine other appropriate avenues to support the student, such as Title I.
 - b. If the student tests less than proficient on the ELL Placement test, then a letter will be sent home to the parents indicating that their child was identified as needing specific English language services. The parent will then be given the opportunity to waive services to improve English skills.
4. If the parent does not waive the LEP services for his/her child, the student will be placed in a program of "high quality language instruction, based on scientifically-based research."
5. Once a student tests proficient on the ELL test, they will be exited from the LEP program and monitored for two years.

6. Those students whose parents waive the services may not be considered LEP for state and Federal funding purposes and ISAT coding. However, they are still ELL and will still be served according to their needs.

C. Assessment Procedures for Program Entrance and Measurement of Progress:

1. SMS's testing coordinator/designee will oversee compliance with the requirements of "No Child Left Behind (NCLB)" by administering the Idaho English Language Assessment (IELA) to determine a student's proficiency in the English language once they have been placed in the LEP program. This will enable SMS to comprehensively and accurately track LEP student growth.
2. LEP students will take the IELA in addition to the ISAT or other state content assessment tests administered to students statewide.
3. The IELA will be given using pencil and paper.
4. SMS will study the results of IELA and ISAT or other equivalent state assessments to set standards and objectives for raising LEP students' level of English proficiency.
5. SMS's testing coordinator/designee, having been trained in the pre-identification process, will identify all eligible LEP students so labels can be generated and the correct number of tests (by grade span) can be shipped to SMS.
6. The pre-identification will take place through the same secure website of the ELL Placement test.
7. SMS's testing coordinator/designee will administer the IELA each spring (approximately February through April).
8. SMS plans to use the following state adopted Idaho English Language Development

Level Descriptors:

- Level 1 – Beginning
- Level 2 - Advanced Beginning
- Level 3 – Intermediate
- Level 4 - Early Fluent
- Level 5 – Fluent

SMS will exit students out of the LEP Program when they:

1. Score at the Fluent level overall (4 or 5) and EF+ on all sub domains tested on the IELA;
AND one of the following:
2. Receive an Idaho Reading Indicator (IRI) score of at least a 2, or an Idaho Standards Achievement Tests (ISATs) or equivalent state assessment score that meets the "Basic" level; OR
3. Demonstrate access to mainstream content curriculum in one of the following ways:
 - a. Consistent proficient scores on grade level benchmark unit assessments;

- b. Qualified teacher observations that are based on language proficiency benchmarks and criteria, with supporting portfolio of student classroom work. Taking into consideration the State recommended exit criteria, SMS will detail exit criteria on the annual LEP Plans which are approved by the Board and submitted to the LEP Program Manager June 30th of each year.

D. Return to LEP Program

In instances when students who have been exited out of the LEP program still need more assistance, the following procedure for reclassification back into the LEP program will be followed: 1. SMS will determine whether the student in fact needs to be placed back into the LEP program. In most cases, these students will still be on two-year monitoring status and coded as LEPX. LEPX students are eligible to take the IELA each spring that they are on monitoring status, however it is not required. SMS's testing coordinator/designee will recommend that these students be tested, so that further monitoring can take place.

1. Additional forms of monitoring an exited student will be:
 - a. classroom teacher observations
 - b. classroom or unit assessments
 - c. student work
 - d. other statewide assessments
 - e. conversations with the student and parents
2. If sufficient evidence deems that a particular student needs to be placed back into the LEP program, SMS's testing coordinator/designee will make sure all documentation is placed in the student's cumulative file.

E. LEP Educational Program, Instructional Approach, and Classroom Accommodation

At SMS we serve all students with the most current research based curriculum and teaching strategies, including our LEP learners. The Program Model SMS will most likely use is Integrated ESL/Inclusion ESL/Sheltered Instruction. The integrated ESL program provides language-assistant services in the mainstream classroom as much as possible. Specialized staff works closely with classroom teachers to provide services. Classroom teachers modify materials, team-teach, and use peer tutors along with instructional aides to provide services. ESL teachers serve as resources to the classroom teacher. Specialized ESL methodology and materials are incorporated into classroom activities as much as possible.

Research has shown that an inclusionary, least-restricted environment is a sound educational practice for all special learners. ESL learners can learn English from peers and feel more successful if they are part of the whole group. Transitioning from ESL is not a problem when they have been part of the classroom all along. ESL students also move into content area materials more readily when they have been included in these subjects. Drawbacks include the problems of including new English learners in classroom activities and the difficulties for classroom teachers to accommodate the various needs of a variety of students. SMS will utilize all necessary resources, such as trainings, input and feedback from Idaho Department of Education personnel, etc. to minimize these potential difficulties.

F. Instructional Approach

1. Our instructional approach is the SIOP model which encompasses the Language Experience Approach. Teacher preparation focuses on clearly defined objectives. Supplementary materials include charts, graphs, pictures, and illustrations. Our instruction builds on our students' prior knowledge and experiences in order to enhance their language learning. We also integrate content teaching with our English language teaching to gain the highest quality of instruction. Within the general education classroom, teachers and para-professionals provide re-teach as indicated by individual needs. Teachers focus on academic language in their instruction.
2. Our LEP program includes integrated settings with small group interventions. The approach for specific students will vary according to the identified needs of each student. This is consistent with SMS's educational approach with the Special Education, Title 1 and Gifted and Talented programs.
3. The following are examples of some of the methods teachers will employ
 - a. Extra-linguistic cues such as visuals, props, and body language (Parker, 1985).
 - b. Linguistic modifications such as repetition and pauses during speech (Parker, 1985).
 - c. Interactive lectures with frequent comprehension checks.
 - d. Cooperative learning strategies (Kagan, 1985).
 - e. Focus on central concepts rather than on details by using a thematic approach.
 - f. Development of reading strategies such as mapping and writing to develop thinking (Langer & Applebee, 1985).
4. The Principal/Designee will monitor the program through the Sheltered Instruction Observation Protocol (SIOP) model to ensure teacher follow through. Teacher's aides and Principal will constantly evaluate student progress, but test data monitoring progress will be the best and most accurate measure of progress.
5. The specific curriculum has not been identified at this time. SMS will counsel with reputable entities and the authorized chartering entity and utilize recommended resources and products, including those suggested by the Idaho Department of Education's website, to determine the curriculum that will best meet the needs of our students. In addition, we would like the principal, the Board, the staff and possibly the authorizer, to be involved in the decision as to which curricular choices will best serve our specific population.

G. Additional Support

1. Students not achieving at expected levels may receive additional help with the infusion of a pullout program, in which the student is temporarily removed from the classroom for specialized attention. The pullout program will be run by an appropriately qualified aide.
2. The elementary instruction is centered on specially designed academic instruction in English. The educational approaches chosen for implementation will reflect the demands of a high level of diversity in the LEP population and will be based on sound research.

3. An ELP is *required* for any student who has an accommodation on a state-wide or district wide assessment. Any assessment accommodation given must be an accommodation that a student receives during regular classroom instruction. *A student may not receive accommodations on any assessment if that specific accommodation is not documented in the ELP and provided in the classroom.* The intention is that the school evaluates the specific individual needs of each LEP student and is helping the student daily, rather than just on assessments. The ELP also helps to provide every teacher with valuable information regarding how to serve each of their LEP students. It is recommended that every LEP student has an ELP on file, even if that particular student is not given accommodations in the classroom.

H. Staff

Since ESL happens in the classroom, classroom teachers become “ESL teachers.” SMS will hire or contract for adequate staff to meet the needs of our ESL population. The Board recognizes the need for the individual to have strong qualifications and a solid resource base as

1) he/she could serve a number of students, and 2) the role as a trainer/resource and guide to school personnel in the instruction of second language learners. All aides will be para-professionals who work with LEP students, preferably with experience, training, or language study in the language of the majority of the LEP population.

I. Professional Development

Professional development focuses a great deal on the training of mainstream staff. The ESL staff will need more intense training but since much of the ESL instruction happens in the classroom, all teachers need to be knowledgeable on appropriate methods and techniques. When a certain instructional approach is chosen, all staff will be trained in it.

1. SMS will utilize the SDE self-reflection tool to monitor the effectiveness of teachers and will provide ongoing training as needed.
2. An effort will be made to provide in-service every year on achieving successful sheltered instruction.
3. Teachers will be given instruction on use of the SIOP model

J. Entrance/Exit Criteria

Students who are limited in their English proficiency enter the program. Exiting will be in stages and based on the student’s English language proficiency and academic achievement. Classroom teachers may play a key role in assessment and evaluation of student progress. Students who have moved into the mainstream classroom curriculum may still require “monitoring.”

Equal Access to Other School District Programs

A. Statewide Assessments: Idaho Standards Achievement Test (or other equivalent state assessment) and Idaho Reading Indicator (IRI) or other state required tests SBAC and SBAC Alt.

1. LEP students must take the ISAT and IRI tests or required state tests. However, there are some exceptions for LEP students, which are described below. All tests should be given in English; however, the Spanish IRI may be given to determine fluency in the native language and to assist with student educational learning plans. A person who scores a 3-4 on the Spanish Woodcock- Munoz is able to administer the Spanish IRI for a student.

2. ISAT or other state required assessments SBAC, SBAC Alt

a. All LEP students must take the ISAT or other state required assessments SBAC, SBAC Alt.

b. However, if a student is coded LEP1, which means that they are new to a U.S. school

within the past 12 months before testing, they may be exempt from the Reading and

Language Usage ISATs or other equivalent state required tests.

c. Those LEP1 students still must take the Math or other equivalent state assessments so they are counted for participation

purposes, but will not be counted for proficiency (AYP) calculations.

d. All other LEP students will be coded as LEP and take all ISAT tests or other equivalent state assessments.

e. LEPX, students who are exited from an LEP program and who are in their 2-years of

monitoring, will be counted in the LEP subgroup for proficiency calculations, only if they

are specifically coded as LEPX.

f. It is imperative that all districts code their LEP students correctly on all tests, including

the ISAT or other equivalent state assessments.

3. In 2006, a Legislative change in rulemaking was made that affects LEP students on the ISAT or other equivalents state assessments. Rules Governing Thoroughness 08-02-03-0502 111.04.c. Assessment in the Public Schools. This rule change removes the 7 year total that an LEP student may be in an LEP Program. Therefore, there is no longer a limitation on how long a student should be given services, if the services are needed.

B. Parent and Community Involvement

SMS will communicate in writing with all parents.

Notification of Placement and Parental Rights

1. Using the appropriate language, the school will inform the parents that their student(s) has been placed in an instructional program for English language learners, no later than 30 days after the beginning of the school year. Or, if the student is identified after the beginning of the school year, the district/school shall notify parents within the first two weeks of the child being placed in a program for ELL students. The notification must

include the date it is sent and the date of enrollment of the student. Notification will be provided in the appropriate language for the parent.

2. The following information should be included in the Notification of Placement:
 - a. The reasons for the identification, which may include results from a proficiency test, other test data, teacher, parent or self-referral. Multiple criteria for identification are strongly advised.
 - b. The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement, including the name of the test and the date the test(s) was administered.
 - c. Methods of instruction used in the program in which the LEP student is or will be participating in.
 - d. Methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language of instruction.
 - e. How the program in which the student is, or will be participating in, will meet the educational strengths and needs of the student.
 - f. How the program will specifically help their child to learn English and meet age appropriate academic achievement standards for grade promotion and graduation.
 - g. The exit requirements, including the expected rate of transition from such program into English only instruction classrooms.
 - h. How the program meets the objectives of the individualized education program of a child with a disability.
 - i. Information pertaining to parental rights that include written guidance on:
 - i. the right that parents have to have their child immediately removed from the program upon their request;
 - ii. the options that parents have to decline to enroll their child in the program or to choose another program or method of instruction, if available;
 - iii. the assistance available to parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district or school.
3. Open meetings will be conducted throughout the year with appropriate interpreters present.

C. Program Evaluation, Review, and Improvement

SMS will evaluate the success of the LEP Program to ensure student success using staff and outside expertise, possibly from the authorizer or another school district.

D. Using Data to Drive Decision Making for LEP Programs

Data and test scores for each student should be only one way to evaluate if a program is successful. Professional development, teacher training and solid instruction all help to determine or drive the "data". Therefore, there must be an accountability plan in place for all teachers to begin to implement good teaching strategies aimed at reaching the English language learners in their classroom.

1. Below is some of the information that the school will consider when disaggregating data:

- a. Race/ethnicity
- b. Gender
- c. Migrant, Immigrant or Refugee status
- d. Free or reduced lunch
- e. Individualized Education Plan (IEP) for special education
- f. Gifted
- g. LEP Program of service
- h. 1st year in a U.S. school (LEP1)
- i. LEP on 2 year monitoring status (LEPX1 or LEPX2)
- j. English language proficiency assessment data (IELA)
- k. Academic achievement data
 - i. Classroom grades
 - ii. ISAT, IRI or other equivalents state assessments

2. SMS will create a school improvement planning checklist as per sample in Idaho LEP Program Guide.

3. SMS will use the following grading procedures for students participating in LEP programs:

- a. Students will be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.
- b. SMS will utilize a report card developed by the teachers and Principal to indicate growth as well as achievement. All SMS students will be evaluated on the same platform so parents will be able to detect whether their student is growing in each academic area throughout the year. Students with limited language will be gaining growth tools so their evaluation will typically reflect growth more than achievement.

4. Meet at the minimum with teachers and parents twice a year to discuss LEP progress. Translation and interpretation services will be provided as needed to enhance parent involvement.

E. Budget

SMS will use LEP funds, if qualified, to employ certified personnel as needed to help students meet proficiency. The LEP funds will also be used to purchase supplies and curriculum to be used specifically to aid the LEP learners in meeting proficiency.

SMS will use the SIOP instructional approach, Sheltered Instruction Observation Protocol. SIOP is a combination of content-based ESL/Structured Immersion and Sheltered Instruction. The SIOP model is useful as a part of a program for pre-service and in-service professional development; as a lesson planner for sheltered content lessons; as a training resource for faculty; and as an observation and evaluation measure for site-based administrators, supervisors of student teachers and researchers who evaluate teachers.

SMS will use key components of the Twin Falls School District's LEP program. For example, they provide annual training of K-12 staff at faculty meetings and professional development days utilizing trained instructional coaches. SMS staff will receive ongoing SIOP training and implementation will be monitored by trained administrators/staff.

SMS will provide an Integrated ESL/Inclusion ESL/Sheltered ESL program. An integrated ESL program provides language-assistant services in the mainstream classroom as much as possible. Specialized staffs work closely with classroom teachers to provide services. Classroom teachers modify materials, team-teach, and use peer tutors along with instructional aides to provide services. ESL teachers serve as resources to the classroom teacher. Specialized ESL methodology and materials are incorporated into classroom activities as much as possible.

Are all LEP students being assessed using the IELA: (1) IELA/Placement for new students and (2) IELA/spring to determine growth?

Do LEP students have an Educational Learning Plan (ELP), inclusive of language goals and benchmarks, if they are given accommodations or adaptations within the classroom and subsequently on assessments?

Is the school using ISAT or other equivalent state assessments and language proficiency assessment data to guide instruction for individual students?

PLAN FOR SPECIAL EDUCATION

Waldorf schools experience a certain level of success with children who have been diagnosed with disabilities such as dyslexia. Because Waldorf teaches to all of the senses, there is usually a modality that a child can use to successfully learn curriculum material, which increases opportunity for learning for children with other types of disabilities and learning styles.

SMS is committed to providing eligible students with disabilities a free and appropriate public education (FAPE) consistent with appropriate laws and regulations for charter schools. We are also committed to serving children with special needs whether such children are currently or newly identified as such. SMS will not deny admission to students on the basis of disability. No student will be excluded from SMS, counseled out, or referred to other schools in the district because of their special needs.

Section 504

SMS will be responsible for identifying and serving students with a 504 Accommodation Plan. Any student who has an objectively identified disability, which substantially limits a major life activity such as learning, is eligible for accommodation by the School and shall be accommodated.

A. Free and Appropriate Public Education (FAPE)

1. Compliance with Federal and State Law. The Board acknowledges the right of every student to receive a quality education; consequently, SMS will comply with all federal and state laws associated with special education, including but not limited to, Section 504 of the Rehabilitation Act of 1973 (Section 504), the Individuals with Disabilities Act

(IDEA) of 2004, Title II of the Americans with Disabilities Act (ADA) of 1990, Idaho Code §33-2001 through 2002, §33-2004 through 2005, §33-2010, and 08.02.03.109. The SMS Special Education administrator will be the IDEA, Section 504, and ADA Compliance Officer.

2. “Idaho Special Education Manual”. SMS board will adopt as policy and comply with the most up-to-date version of the “Idaho Special Education Manual Revised 2009 and replacement pages.” The “Idaho Special Education Manual” will guide all special education services, data collection, and monitoring requirements, and will be used for identifying, evaluating, programming, developing individualized education plans, planning services, informing about the discipline policy, budgeting, and providing transportation for special needs students, as necessary. Electronic copies of the manual will be available on the school website. The section specifically addressing charter schools will be referenced, Primer on Special Education for Charter Schools revised 2007.

3. Differentiated Instruction. “Differentiated instruction” is a method of teaching that involves matching learning styles with abilities. This type of teaching is inclusive of many strategies and techniques that best suit the needs of the students at any one time. Specifically, differentiated instruction is flexible and constantly changing to meet existing needs.” All successful teachers differentiate instruction to meet their student’s needs.

All students classified as having special education needs per IDEA will be provided educational experiences that strive to meet those needs in the regular classroom as well as in special classes, seminars, or workshops. The charter school environment allows for these areas to be pursued beyond the scope of the regular curriculum, regardless of the type of special needs. SMS will accomplish this through methods including, but not limited to, clustering, competitions, consultations, curriculum compacting, special topic classes, independent study, interest-based workshops, remediation, and tutoring.

4. Policies and Procedures. The Board will adopt and maintain appropriate special education policies consistent with state and federal laws and requires legally compliant written procedures, rules, and regulations from the Principal/Designee. All students at SMS will receive appropriate services as outlined in the following provisions.

5. Resources. The Board will provide the necessary resources to ensure that students with disabilities receive adequate support from highly qualified personnel, access to all physical facilities (See also, Tab 2.III.A), and funding and contractual arrangements as required in IDEA and outlined in the students’ Individualized Education Program (IEP).

6. Enrollment. SMS will not deny enrollment to a student with a disability solely due to that student’s need for special education or related aids and services. The Board ensures that all appropriate services will be provided for students that have met minimum state and federally established eligibility criterion for such services. SMS will be prepared to provide special education services the first day of school.

7. Information Management. SMS will use the forms for special education as outlined in the “Idaho Special Education Manual.”

8. Multidisciplinary Teams. The Principal/Designee will form multidisciplinary teams to consider a student’s eligibility for special education. If a team determines the need for an evaluation by personnel, such as a school psychologist, speech therapist, or occupational therapist, not currently employed by the school, such evaluations will be contracted. As outlined in the “Idaho Special Education Manual,” Chapter 4, the team will follow all guidelines to appropriately and effectively determine student eligibility under IDEA.

9. Individualized Education Program (IEP). In compliance with federal and state law, an Individualized Education Program (IEP) multidisciplinary team will be established as set forth by IDEA and comprised of the student’s general education teacher, a special education teacher, a district representative, parents, the student when appropriate, and, if deemed of value, other knowledgeable persons. The team is responsible for developing the IEP, determining placement, and reviewing and revising the student’s IEP and placement at least annually. A certificated special education teacher, or an educational assistant under his/her supervision, will provide services in the least restrictive environment depending on the degree of intervention necessary to meet the student’s needs. The appropriate personnel will consult with the general education staff to utilize effective classroom interventions, adaptations, and modifications.

If an IEP team determines that the student’s academic needs cannot be met on site, SMS will contract with another agency to provide those services; however, the school will continue to monitor student progress.

10. Screening. The Principal/Designee will conduct a yearly Child Find activity that includes a three-step process leading to the determination of whether or not a student requires special education services. The school website, advertisements, and all published materials will indicate that the school is a public school and therefore provides a free and appropriate education to students with disabilities. As outlined in the “Idaho Special Education Manual,” SMS will:

- a. Establish and implement an ongoing Child Find system. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system. The system based on the RTI model will include scientifically research based interventions, problem identification and analysis, and progress monitoring.
- b. Ensure that staff and the school’s constituents are informed of the availability of special education services.
- c. Implement a screening process that will include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals.
- d. The implementation of the RTI process and the completion of data collection requirements will not impede or result in any delays in student referrals.

11. Least Restrictive Environments (LRE). In compliance with the “Idaho Special Education Manual” and as identified on each student’s IEP, ~~SMSSMS~~ will provide special education and related services to eligible students in the Least Restrictive Environment (LRE). Depending on the needs of individual students, the LRE will be

SMS, another local school district site, or other alternative site. Multidisciplinary IEP team LRE decisions will be made individually for each student. The following criteria will be considered in the decision-making process:

- a. Based on student's IEP: The student's IEP is developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's IEP and unique needs that result from his or her disability, not on the student's category of disability.
- b. Age Appropriate Peers: Students with disabilities will be educated with age-appropriate peers to the maximum extent appropriate. A student with a disability is not removed from age-appropriate general education environments solely because of needed accommodations and/or adaptations in the general education curriculum.
- c. School of Attendance: A student with a disability will be educated in the school as close as possible to the student's home and unless the IEP requires some other arrangement, the student is educated in the school he or she would attend if not disabled.
- d. Harmful Effects: Consideration will be given to any potential current or long term harmful effect on the student or on the quality of services the student needs, including the student's ability to graduate and achieve their post high-school goals.
- e. Supplementary Aids, Services, and Other IEP Considerations: A student with a disability is not removed from general education settings solely because of needed accommodations and/or adaptations in the general education curriculum. SMSSMS will provide all necessary supplemental aids, services, and other IEP considerations as deemed appropriate by the IEP Team whether or not these services are currently in place. Supplementary aids and services may include general education curriculum accommodations and/or adaptations, support from school staff, positive behavioral intervention plans, extended school year services, transportation, transition services, assistive technology services, adaptive technologies, travel and Positive Behavioral interventions.
- f. Participation in Nonacademic and Extracurricular Services and Activities: A student with a disability will be allowed to participate with students without disabilities in nonacademic and extracurricular services and activities to the maximum extent appropriate. These services and activities may include meals, recess, field trips, counseling services, athletics, transportation, health services, recreational activities special interest groups or clubs sponsored by the school, referrals to community agencies, career development, and assistance in making outside employment available. The IEP team determines the supplementary aids and services that are appropriate and necessary for the student to participate in nonacademic settings and extracurricular services and activities.

12. Research Based Curriculum and Interventions. The IEP Team will identify students' challenges early through standardized testing, curriculum-based assessment, criterion-referenced assessments, qualitative teacher observation, and ongoing data collection and analysis of students' classroom performance. The IEP Team will develop procedures to implement student interventions and provide for appropriate individualized instruction. In implementing the intervention process, the school will: 1) apply scientific, research-based curriculum and interventions, 2) measure the student's response to intervention, and 3) use the data to inform further intervention and instruction. Positive Behavior intervention Plans (PBIS) and Behavior Intervention Plans (BIPS) will be utilized when a students' behavior impacts their learning or the learning of others, either as part of the RTI process or as part of a manifestation determination.

13. Grading Procedures for Special Education Students. Students on an IEP will receive grades according to criteria set forth in Chapter 7 of "Idaho Special Education Manual:"

- a. Grades cannot be modified on the basis of special education status alone.
- b. Nondiscriminatory titles may be used for classes, report cards, and transcripts to designate adaptations or accommodations in general education classes.
- c. The provisions of adaptations or accommodations will be spelled out in the student's IEP.
- d. Collaborative grading between general education teachers and special education teachers will be encouraged and considered appropriate. The grading procedure will be spelled out in the IEP.
- e. Kindergarten through eighth-grade report cards may have asterisks or other identification stating the class was from special services, (i.e., resource room, enrichment class, speech therapy, etc.)

14. Discipline. All students, with teacher leadership, will work toward meeting the academic, cultural, behavioral and acceptable disciplinary expectations. Special Education students AND regular students will be treated fairly.

Multidisciplinary teams will be formed to address disciplinary problems by special education students. SMS employees will follow the most current "Idaho Special Education Manual" (as currently defined in Chapter 7, Section 12, and titled "Student Discipline") and the district policy manual to address these issues. The discipline policy as set forth in the "Idaho Special Education Manual" will be used by the IEP team as a guideline for establishing appropriate disciplinary procedures when misconduct of a student with a disability was:

- a. a demonstration of the disability that is an inability to understand impact and consequences or an inability to control behavior,
- b. the result of an inappropriate placement, and/or
- c. the result of the lack of provision of services consistent with the IEP and placement.

15. Contracts. SMS will contract with psychological, speech, language, occupational, and/or physical therapy providers for the provision of special education related services. Services may be provided by a paraprofessional under the direct supervision of a licensed therapist. In the event that the IEP team determines that the student's academic needs cannot be met onsite, the multidisciplinary team assigned to the student will determine the least restrictive environment complying with IDEA and advise the Board.

16. Personnel. The Board and Principal will hire necessary highly qualified personnel or contract for services to ensure proper oversight of the program and provide the required services for the students. At a minimum, the school will employ a part time special education certified teacher/coordinator.

17. Professional Development. All special education, special services, and general education personnel will receive ongoing training in order to meet the needs of students with disabilities who are enrolled in the school. The Principal/Designee will provide a comprehensive professional development plan regarding special education, IDEA, Section 504, and ADA.

18. Transportation. Transportation for special needs students will be provided as dictated by the nature of the disability, which may include specialized transportation such as door-to-door. Unless the student is capable of getting to school in the same manner as other students, the student(s) will be entitled to this transportation even if the charter school does not provide transportation to other students or if the student resides further than (15) miles by road of the school's physical location.

19. Special Programs and Interventions. Those students not reading at grade level or computing grade level mathematics will be identified and receive a variety of services including but not limited to special education, Title I, Response to Intervention (RTI), tutoring, and/or they may attend school during an extended session. In order to comply with state and federal regulations and meet student needs, SMS will administer assessments to admit students into all special programs. Students deemed at risk will be screened and monitored using the RTI model and the appropriate interventions will be implemented as needed.

20. Parent Participation. The Board understands the importance of parent participation in their child's education. Consequently, SMS will make every effort to facilitate open lines of communication with all parents/guardians/acting custodians. In accordance with Board policy and state and federal law, parents/guardians/acting custodians will receive written notice regarding identification, evaluation, and/or placement of their child for special education or other special programs. Parents/guardians will be involved in all placement decisions regarding their child and have the right to request due process hearings at any time.

Upon request, the parent of the student will be allowed to examine all relevant records relating to the student's education and the school's identification, evaluation and/or placement decision.

If parents disagree with the determination, a request for a due process hearing may be made. ~~The process will proceed as follows:~~

Two separate processes will be followed for due process. The state due process for IDEA will be followed as per state policy and the federal process for 504 will be followed as per federal guidelines. Appeals may be taken as provided by law. The parent may contact the **Office of Civil Rights**, <https://www.seattle.gov/civilrights/contact.htm>, Central Building 810 3rd Avenue Suite 750. Seattle, WA 98104-1627. (206) 684-4500.

21. Confidentiality. SMS will protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages, including all type of records covered under the definition of “education records” in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).

a. Upon enrollment of a student, SMS will give notice that is adequate to fully inform parents about confidentiality of personally identifiable information. b. All persons collecting or using personally identifiable information will receive training or instruction regarding Idaho policies and procedures regarding confidentiality under Part B of the IDEA and the Family Educational Rights and Privacy Act (FERPA). c. SMS will maintain, for public inspection, a current listing of the names and positions of those employees within the school who may have access to personally identifiable information. SMS will keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the school), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Dual Enrollment

Dual enrollment of SMS students at BCSD schools is an option for all students as provided for in 33-203(7) of the Idaho State Code. While an option, families will be encouraged to enroll full time at SMS in order to ~~discouraged from dually enrolling students in SMS. It is the goal of the school and the Board to have students enrolled full time in SMS to~~ benefit most fully from their unique educational offerings. The SMS administration will work closely with ~~the~~ SMS families providing assistance based on their needs. Dual enrollment information will be provided to the public through the student handbook, at parent education and orientation meetings, and on the school website.

SMS will not accommodate BCSD students seeking dual enrollment at SMS.

TAB 4

~~MEASUREABLE STUDENT EDUCATIONAL STANDARDS (MSES) AND STANDARDIZED TESTING; METHODS FOR MEASUREING STUDENTS PROGRESS; ENSURING STATE ACCREDITATION; PROVISION FOR IMPROVEMENT PER NCLB ACCOUNTABILITY AND SCHOOL IMPROVEMENT~~

Measurable Student Educational Standards *Idaho Code § 33-5205(3)(b)*

*“What matters is that you rigorously assemble evidence—quantitative or qualitative—to track your progress. If the evidence is primarily qualitative, think like a trial lawyer assembling the combined body of evidence. If the evidence is primarily quantitative, then think of yourself as a laboratory scientist assembling and assessing the data.”-Jim Collins, *Good to Great and the Social Sectors* 50*

~~SMS, like all public charter schools in Idaho, is required to meet measurable student education standards annually. Measures such as academic growth, testing scores, passing rates in classes, attendance, retention rates, and attrition rates are some of the indicators of achievement and progress. SMS has identified the following standards and outlined methods to ensure they are adequately measured and achieved.~~

Syringa Mountain School measurable student academic standards:

Please change the bullets to numbers as it makes the MSES easier to reference.

- *By the end of the first year in operation, SMS will achieve a three star rating on the State rating system.*
- *Beginning in 2015-16, 84% of students continuously enrolled at SMS for 2 years or more, will score proficient or advanced in reading on the State Assessments for third grade through 8th grade students.**
- *Beginning in 2015-16, 84% of students continuously enrolled at SMS for 2 years or more, will score proficient or advanced in mathematics on the State Assessments for third grade through 8th grade students.**

Why don't you have a similar goal (to the reading and math proficiency MSES) for Language Arts?

- *By the end of third grade, 70% of SMS students will meet Adequate Growth in reading.** This MSES is unnecessary, since it is already measured as a part of the Academic portion of the Performance Framework, and thus, does not reflect a useful / beneficial Mission-Specific MSES. I recommend you remove it.*
- *By the end of each year, and utilizing the **Whole Child Rubrics for Reading, Writing, Speaking and Listening** SMS students will be score in the Often or Always range of proficiency. (See **Appendix V and Adapted from the Journey Charter School**). This goal needs revised. Because you do not identify the numerical target, it implies that 100% of SMS students will score in the Often or Always range. That seems unrealistic. Also, it would be helpful to give us more information about how these rubrics have been used by*

the Journey Charter School (for how long, etc) and your plan for implementing them for assessment purposes then gathering and analyzing the resulting data. This narrative won't fit well into the MSES, so I recommend making it an introduction to Appendix AA.

A 95% participation rate will be expected of SMS students on state assessments. By early and consistent communication with parents about the purposes of the assessments and communicating the assessment results to parent in a timely manner, will facilitate SMS reaching this goal. Where did your testing section from your previous petition version go? I recommend you put that content back into your petition – you need a statement that SMS students will be tested using the same standardized tests as other Idaho public school students, and the content about your testing coordinator and how data would be used were all strong. You just needed to add this to it. In putting it back in, you can either have it here or move it into the next section (it can be integrated into how the Star Rating system / SBA data will be used to measure your MSES).

Methods for Measuring Student Progress

I recommend merging and reorganizing this section (Methods for Measuring Student Progress and the following section (Additional Methods for Measuring Progress) so that they are clearer. In merging them, I recommend: 1) moving your first paragraph of your current “Multiple Measures” section so that it is an introductory paragraph directly under the blue header above, 2) changing the sub-header “Multiple Measures” to “Measuring Student Progress toward the Established MSES” and having the only content in that section be about the methods your using to track your MSES (the Star Rating system and Whole Child rubrics), 3) change your “Additional Methods for Measuring Progress” to be a sub-header within this section.

Multiple Measures:

Employing many different methods to assess students is important if we are to successfully measure the depth and breadth of what students are learning. Multiple measures provide a more complete and accurate representation of student achievement over time than is possible with a single measurement of assessment. The use of multiple measures also serves to ensure that instruction does not focus on a single test or a narrow set of learning styles.

The Star rating is a compendium of state required assessments and metrics. SMS will open the same year the Smarter Balanced Assessments will be adopted and administered to all Idaho students. SMS will participate in and prepare students to perform successfully on these measures of growth and proficiency in reading, mathematics and language arts through ensuring curriculum and instruction are aligned and that state specific and school level formative assessments are used to inform curriculum and instruction. An RTI system using a progress monitoring tool such as a student tracking system such as AIMS web will ensure teachers intervene early with struggling students. Please add a sentence (either at the beginning or end of this paragraph) that states that the Star Ratings proficiency data will be used to measure MSES #2 and #3 (and #4 if you add a Language Arts goal).

Additionally, SMS teachers will utilize Whole Child Rubrics, standards based rubrics in reading and mathematics, administered two to three times a year, to ensure students attain proficiency.

Please add a statement that the Whole Child Rubrics in Appendix AA will be used to measure MSES #5. Then please add a plan that outlines how the Whole Child Rubrics will be used,

either here or in Appendix AA (I think it will probably be best / cleanest to add the plan to Appendix AA and reference it here, but I'll leave that decision to you). Your plan should answer these questions: How will you ensure that teachers use the rubrics appropriately / objectively? What will teachers need to do to use the rubrics? Will they observe each child independently, in group setting, or use student work to identify their performance (or some combination)? Will a single observation be used or multiple? If multiple, how will each observation be tracked and how will a teacher use the combined record to score a student? How will you gather, enter, track , and analyze the data?

Teachers will develop their own informal assessments to track students progress such as rubrics for main lesson books and performance assessments for plays, projects, performances. Remove or move to the Additional Methods sub-section

SMS students may also be selected to participate in the NAEP assessments. Remove or move to the Additional Methods sub-section

Additional measures of student progress will include grades, narrative reports, developmental assessments in 1st and 2nd grade and attendance. Remove or move to the Additional Methods sub-section

Student progress will be captured and documented using student management software such as Mileposts by Silverback Learning. Remove or move to the Additional Methods sub-section

These measures of student progress have been selected recognizing that differences in a Waldorf educational program and curriculum sequence may reflect variations in scores in specific areas of the state standardized tests, especially through third grade and in reading. Even with these variations in traditional reading content instruction, the research supports through other Waldorf charter school experiences, that these are indeed achievable and rigorous. *. I recommend that you remove this (and the corresponding astericks), as it makes it appear that you may not be confident / committed to the MSES you have established. You should create MSES targets that set strong standards, while also being confident the school can meet them. If the school doesn't meet a particular MSES in a given year, you will have the opportunity to provide information / a response to our evaluation of the school that provides context.

Waldorf education approaches reading instruction from a different perspective so that instruction is synchronous with the development of the child. Reading is much more than recognizing sound/symbol relationships. For true reading to occur, there must be a corresponding inner activity that takes place as the child decodes words; that is, the child must form an inner picture of what he or she is reading so that comprehension and vocabulary develop. The rich life of the imagination is most potent in a child during kindergarten and the early primary years. And this is also the age at which the child's sense for the sound and rhythm of language is at its peak. Additionally, the foundations for reading are built through areas such as writing and drawing, oral storytelling, memorization, and sensor motor skill development. Reading instruction begins in Kindergarten. Again, I recommend you remove this – you have already provided extensive information about the Waldorf approach to teaching reading.

~~Part of each year's evaluation of the school program by the SMS Board of Directors, will include information on whether SMS attained its stated growth targets. The SMS team of teachers, administrator and support staff will annually evaluate whether the SMS program needs to make any adjustments in order to meet its Academic Performance targets.~~

~~If, in any year, SMS has not met its targets, the administration will report this to both the Board of Directors and to appropriate district staff. A written plan will be developed and presented to the Board. Following approval or modification, this plan will then be implemented by SMS the following school year.~~

Additional Methods for Measuring Students Progress Idaho Code § 33-5205(3)(d) **See notes above about the change I would make to this header.**

Assessment of student performance is one of the most powerful tools a classroom teacher or school can use to enhance student achievement and school-wide performance. Assessment as part of daily instruction is especially effective because it engages students and teachers in a frequent and ongoing reflective process. Together with an age-appropriate curriculum and brain-compatible instructional strategies, assessment *for* learning will be an integral part of the pursuit of excellence at SMS.

The school's methods of assessment, in conjunction with the mandatory state assessments, ~~discussed in detail below,~~ address students' individual strengths and weaknesses and build upon their assets versus their deficits. SMS's assessment system is supported by current educational research on multiple intelligences theory, interdisciplinary teaching, and instructional methodologies, which address the whole child.

Data from the Star Rating System will be used to measure student progress in meeting the Measurable Student Education Standards listed above. SMS will also use a variety methods to measure student progress and to evaluate all realms of the child's development, including his/her: Intellectual Capacity (mind); Physical Capacity (body); and, Social-Emotional capacity (heart). SMS educators provide a variety of descriptive feedback to students and families within a non-competitive learning environment.⁵¹

Criteria Referenced Reports are prepared for students beginning in first grade and shared with parents at key intervals throughout the year. These assessments are based upon teacher-designed classroom assessments, teacher observations of students, and other evidence gathered during instruction. The assessments include narratives with an overview of essential course work, and a discussion of the student's achievement, performance, and growth in each of the various curriculum blocks, specialty subjects, social skills and work habits. The assessments are built using a standards-based rubric. These rubrics track individual student progress in regard to specific skills and knowledge areas. Any student who is not progressing as expected will receive further teacher attention and may be supported through additional support services. These tools improve instruction in that they engage both the student and teacher in a formative, frequent, and ongoing reflective process.

Parent-Teacher Conferences for all students take place at least twice a year, or more, if dictated by individual circumstances. Parents, teachers or students may make requests for additional conferences. These conferences are essential in that they allow a complete picture of the child's performance to unfold. Moreover, they provide opportunities for teachers and parents to strengthen school-family partnerships. Conferences are especially effective as a result of the school's looping model, low teacher-student ratios, and warm community atmosphere.

Portfolios include student Main Lesson books, work samples, practice papers, written work and reports, artwork, etc. In order to insure validity, reliability and objectivity for these authentic assessments, rubrics are used to evaluate portfolio items. Rubrics are criteria-based and are developed to establish clear assignment expectations and to provide meaningful feedback to students.

Demonstrations include oral recitations, presentations, reports, performances or other demonstrations, which occur regularly beginning in first grade, by students individually as well as the class as a group.

~~**Standards-based Tests** are administered in compliance with State law regarding charter schools.~~

Standards-based Classroom Assessments are an integral part of the school-wide assessment program. Before a lesson or block is taught, the teacher will pose the question: what evidence will be collected from students in order to demonstrate their knowledge and proficiency? Once this question is posed, the assessment will be designed and the criteria developed. Keeping the desired outcomes in mind, the teacher will then be ready to plan and sequence the learning activities. Assessment will inform instruction, culminating in the creation of unique projects, exhibitions, and overall higher student achievement. ⁵² Proven instructional strategies will be used to challenge students to think at high levels and show acquired knowledge and skills.⁵³ Example strategies include: effective questioning techniques; summarizing and note-taking; collaborative work; non-linguistic representations of key concepts and vocabulary; and effective homework and practice. These strategies allow students to demonstrate their learning on a daily basis.

Letter Grades for academic content (based on tests and/or written and/or oral reports, etc.) may be used for specific classes and will be reserved for students at the middle school level. The letter grades will represent specific achievement levels based on clear criteria and will be used along with narrative reports.

School-wide Assessment Strategies: In addition to assessment of individual students, SMS will implement a variety of measures for determining the success of the overall school program and the school staff:

Strategic Planning Cycle: SMS will engage in an annual Strategic Planning process to evaluate school performance, revisit the mission and values of the school, update the school goals and student outcomes, and allocate resources for the upcoming year. Decisions that were made and innovations that occurred are examined and direction is set for the next school year. Although this process will begin immediately, it will become more formalized beginning in year three of operations using AdvancedEd Readiness Assessment tool.

External School Evaluation: ~~In addition to the annual audit,~~ The school will typically engage an independent knowledgeable evaluator from outside the school community. Evaluation includes an assessment of the instructional program as well as other qualitative and quantitative information about school operations, culture and teaching. This ensures the school is adhering to its mission and meeting its intended goals. External evaluation is also part of the AdvanceED accreditation cycle. See Strategic Planning Cycle above.

Annual School Report Card: This state required annual report of the progress of the school in multiple areas is used as a method to assess overall school progress.

Staff and Administrative Evaluations: To assure the highest quality education, the SMS staff will be observed on a regular basis and evaluated using a comprehensive and student-centered evaluation system. Student, parent and peer feedback will be part of the multiple measures used in evaluations.

Parent Involvement: The school reviews the level of parent involvement and the accomplishments over the course of a year in order to measure overall success.

Parent Surveys: As a charter school, SMS is a school of choice. Accordingly, it is essential to measure the satisfaction of and solicit feedback from the parent community. Regular parent surveys allow collection and tracking of data on several levels.

Student Surveys: Student surveys allow direct collection of information regarding the support and climate that students experience at their school. These surveys will be used both for current students as well as those leaving the school or graduating.

State Accreditation

SMS will comply with all accreditation standards and procedures of the State of Idaho (following Idaho Code 33-5205(3)(e) and 33-5210(4)(b) and will obtain accreditation through operation in accordance with Idaho Code 33-1612. Although it is not presently required, ~~SMS is recommended and the school~~ anticipates pursuing accreditation complying with the state approved AdvancED Standards for Accreditation within three to five years of operation. The “readiness assessment” will begin in year three of operation and based on the results, the accreditation application process will be initiated. SMS recognizes that accreditation is inextricably linked to institution and educational system improvement. It is critical that SMS have an ongoing process to critically evaluate their vision, strategies, priorities, leadership, and programs and resources. SMS values the process of earning and maintaining accreditation across all the grade levels of the school, K-8.

Additionally, SMS intends to seek accreditation through the associated Waldorf accreditation organizations within the first three to five years of operation: the Association of Waldorf Schools of North America, and the Waldorf Early Childhood Association of North America.

Not to be underestimated are the roles the teacher and administrator play in ensuring appropriate assessment that drives educational decisions making in the support of students’ achievement. SMS attaches great value to growing teachers’ capacities as instructional leaders. Teachers need to be empowered to design and administer classroom-based assessments. They must be able to design assessments on a daily basis so they can provide timely and specific instructional feedback to students, families, and service providers. As assessment expert Richard Stiggins argues, classroom-based assessments are vital because teachers need *continuous* information about where each student is *now* in relation to key understandings. Periodic information, gathered once a year or even every few weeks, does not meet the immediate needs of the students and their teachers.

SMS concurs with leadership consultants Timothy Watters 54 and Jim Collins when they assert that effective instructional leadership provided by the Administrator is essential for high student achievement. SMS's Administrator collaborates closely with staff to evaluate the quality of learning. Within this collaborative context, the administrator manages the assessment program by analyzing qualitative and quantitative achievement data and then regularly making recommendations to the SMS Faculty and Board.

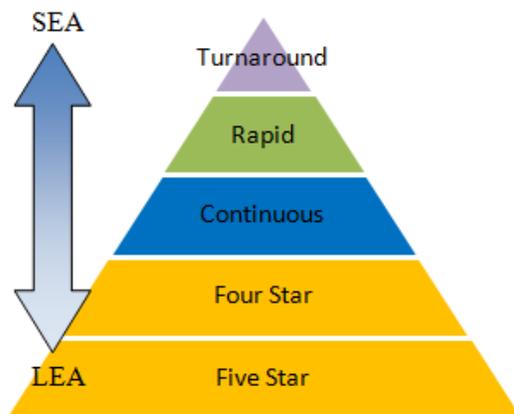
Accountability and School Improvement ~~No Child Left Behind (NCLB)/Adequate Yearly Progress (AYP)~~ ESEA Reauthorization

Idaho SDE has established additional accountability and improvement requirements for schools and districts under the Elementary and Secondary Education Act As Reauthorized.

In the event that SMS does not meet state achievement goals or progress over time, a team comprising the principal, staff, Board of Directors, and authorizer representative and any other additional inside/outside technical assistance will meet to develop the appropriate required school improvement plan to address student achievement using the WISE Tool (See Idaho's Accountability System outline and flow chart below). It will be the responsibility of this team with the assistance of the authorizer, to monitor the implementation of the improvement plan for improved learning and teaching and to continue to provide feedback and recommendations for strengthening ongoing student achievement. Additionally, if possible the school will request assistance from an Idaho Capacity Builder. SMS will attend pertinent State Conferences, subscribe to the SDE weekly e-letter to stay apprised of State requirements and policy changes.

~~If the school is authorized by the local school district, it will follow the authorizers' District Improvement Plan.~~ If authorized by the State Charter School Commission, the SMS Board will develop and implement the School Improvement Plan. If SMS is required to implement a Turnaround Improvement Plan, the SMS Board will work with an independent consultant to determine the most appropriate staffing model.

2012-2013 School Level Improvement Plans



School level plans are based on a continuum of performance over time with varying levels of LEA and SEA intervention and support structures. Schools with four and five star ratings are not required to submit School Improvement Plans so all the direction is at the school and LEA level. Moving along the continuum, the requirements for schools in Continuous Improvement will be less directed by the SEA than those in Rapid Improvement; however, the furthest end of the spectrum is Turnaround Planning at which point the State Department of Education will be highly involved in the planning process.

Idaho's Accountability System includes the following four measures and the rate of participation in State assessments:

1. Reading, mathematics, and language usage achievement (proficiency) designations for all students;
2. Graduation rates for all students;
3. Growth and growth toward proficiency for all students and subgroups over time; and
4. For schools with grade 12, increasing advanced opportunities and ensuring college readiness through college entrance and placement exams.

Annually SMS will receive a star rating and improvement planning category designation from the SDE. The star rating is a yearly determination but the improvement planning category will be based on the star rating plus progress over time. SMS will strive to receive a four or five star rating. In the case that its receives a lesser rating and or is required to complete a school improvement plan the following steps will be enacted.

If SMS receives a **Turnaround or Priority School** status (One-Star Rating):

A. After the State conducts an Instructional Core Focus Visit, the SMS Board, appropriate staff and the authorizer will create a Turnaround Plan based on whichever of the following permissible models would best affect the necessary change:

1. *Transformation model*, which addresses areas critical to transforming persistently low achieving schools. These areas include: developing teacher and principal leader effectiveness (depending on the track record of the principal, this could mean replacing the current administrator), implementing comprehensive instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.
2. *Turnaround model*, which includes, among other actions, replacing the principal and rehiring up to 50% of the school's staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the State's academic standards. A turnaround model may also implement other strategies such as any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy).
3. *Governance Partnership Model* in which the Board/school partners with an external entity to implement the Turnaround Principles and transform the governance of the school. This may include:
 - a. Agreeing to utilize services provided directly to the school by the state in lieu of a state takeover in which a diagnostic review is conducted and services are tailored specifically to the context of the school;
 - b. Purchasing the services of a lead turnaround partner that will utilize research-based strategies, that have a proven record of success with similar schools, and which shall be a key participant and decision-maker in all aspects of developing and collaborative executing the turnaround plan;

Special Rule for District Charter Schools: For a district charter school, renegotiate and significantly restructure the school's charter pending approval by the State Charter School Commission in order to implement the Turnaround Principles or revoke the charter and close the district charter school.

B. After choosing the best Turnaround Model, SMS staff, Board, and the authorizing charter entity will create a Turnaround Plan that will provide the framework for analyzing problems, identifying underlying causes and addressing instructional issues in the school that have led to persistently low student achievement outcomes. The plan will incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused SMS to be identified for the Turnaround Plan category.

SMS will use the State's WISE Tool and required indicators to write its Turnaround Plan. The indicators SMS will use in its Turnaround Plan will be tied to research-based practices that have been proven to raise achievement for all students, including English Learners, students with disabilities, and the lowest achieving students.

Once identified, SMS would remain a One-Star School (i.e., a priority school in the Turnaround Plan status) for at least three years, unless it meets the exit criteria defined in Section 2.D.v. During that period, plans will be overseen by the authorizing charter entity, approved by the State, and monitored by both the State and the authorizing charter entity. SMS may exit priority status one year early if it meets the exit criteria of two consecutive years at a Three Star rating or higher (after initial identification).

If SMS receives a Two-Star Rating, the Board and authorizing charter entity will collaborate with the State Department of Education to develop and **Rapid Improvement Plan** using the required WISE tool indicators. SMS will follow the required steps, guidelines, and procedures in a manner similar to those outlined above and as provided in the 2012-2013 Idaho Improvement Planning and Implementation Workbook. SMS must receive a three star rating for two subsequent years to be removed from this ranking.

If SMS receives a three-star rating, the Board and authorizing charter entity will collaborate with the SDE to develop a **Continuous Improvement Plan** using the required WISE Tool indicators. SMS will follow the required steps, guidelines and procedures in a manner similar to those above and as provided in the 2012-2013 Idaho Improvement Planning and Implementation Workbook. SMS must receive a higher rating for at least one year to be removed from this ranking.

If SMS is in improvement status, they will complete all requirements including the 10% set aside for professional development, notification of school choice and tutoring services for eligible students attending one and two star schools, SMART Goals and alignment of evaluation and state funding plan. Additionally, if SMS is in improvement status, the Board in conjunction with the administration (as appropriate) and authorizer, will revisit and reprioritize the operational budget to ensure resources are directed toward realizing improvement goals. This will be particularly critical to meet the requirements of Turnaround Plans, and especially if the administrator or a significant portion of the staff are replaced. Arrangements will need to be made to employ an interim administrator to assist with the transformation process. If SMS is in school improvement status, the Board will require an appropriate staff or board member to attend any state meetings or conferences that address school improvement protocol.

Annual Reports to Idaho State Board of Education and Authorized Chartering Entity

Annual reports will be made to the Idaho State ~~Department of Education Board of Education and Authorized Chartering Entity~~, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the State and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or SMS-developed criteria. **I think you misunderstood my recommendations – you should have removed the “Board of Education,” added the Department (which you did) and left the Authorizer (or PCSC). Also, see below about where I believe this section should be and what it should be called.**

Test results

Non-student specific results will be made available to parents and other stakeholders on the school website within 30 days of receipt of the data. Student-specific data will be shared with parents at student-led parent-teacher conferences at least twice a year. Test results refer to all state assessments including ISAT, NAEP, SBAC, SBAC Alt, IRI, IELA. **To make it a little clearer that your talking not just about your test results but your progress towards your MSES, please re-word / add that you'll report the school's progress towards your established MSES.**

I think my previous recommendation was unclear or you misunderstood it. I think you should: 1) combine this paragraph with the one above and make this paragraph (current “Test Results” first; 2) remove both titles and rename the section “Reporting Results” or similar; 3) move it to be a sub-section at the end of (but within) the Measuring Student Progress section (before the Accreditation and School Improvement sections).

~~Middle Level Credit System (IDAPA 08.02.03.107)~~

~~As SMS adds 6th grade, the Board will develop and adopt a policy that addresses the following:~~

~~Credit Requirements~~

~~SMS shall require students to attain a minimum of eighty percent (80%) of the total credits attempted before the student will be eligible for promotion to the next grade level. SMS's credit system shall require a student to attain, at a minimum, a portion of the total credits attempted in each area in which credits are attempted except for areas in which instruction is less than a school year before the student will be eligible for promotion to the next grade level.~~

~~Students failing classes in grades 7-8 (Grades 9-12 beginning with the 2014-15 school year.) will be required to repeat the class or classes of failure. The classes in which the student was successful will not be repeated. (For example, if a student repeats seventh grade English, that student may be enrolled in seventh AND eighth grade English simultaneously.)~~

~~Credit Recovery~~

~~A student who does not meet the minimum requirements of the credit system shall be given an opportunity to recover credits or complete an alternate mechanism in order to become eligible for promotion to the next grade level.~~

~~Alternate Mechanism~~

~~SMS may establish an alternate mechanism to determine eligibility for grade level promotion. The alternate mechanism shall require a student to demonstrate proficiency of the appropriate~~

content standards. All mechanisms established and used by SMS to demonstrate proficiency will be forwarded to the State Department of Education. Alternate mechanisms will be re-submitted to the Department when changes are made to the mechanism.

Attendance

Attendance shall be an element included in the credit system, alternate mechanism or both.

E. Special Education Students

The Individualized Education Program (IEP) team for a student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act may establish alternate requirements or accommodations to credit requirements as are deemed necessary for the student to become eligible for promotion to the next grade level.

F. Limited English Proficient (LEP) Students

The Educational Learning Plan (ELP) team for a Limited English Proficient (LEP) students, as defined in Subsection 112.04.d.iv., may establish alternate requirements or accommodations to credit requirements as deemed necessary for the student to become eligible for promotion to the next grade level.

Plan for Middle Level Credit and Advancement Requirements

SMS's middle level credit system will include the minimum requirements as outlined by the Middle Level Task Force:

1. Students shall be required to attain a minimum of 80% of their credits in order to be promoted to the next grade level.
2. Students will not be allowed to lose a full year of credit in one area (i.e. a student would not be able to fail a full year of math) and automatically move on to the next grade level.
3. Students not meeting (or in jeopardy of not meeting) credit requirements will be given an opportunity to recover credits or complete an alternate mechanism in order to be eligible for promotion to the next grade level.
4. Attendance is a factor either in the credit system or the alternate mechanism or both.

TAB 5 GOVERNANCE, PARENTAL INVOLVEMENT, AUDITS

Governance Structure

Board of Directors

Syringa Mountain School is committed to effective school governance. The Syringa Mountain School Board is legally responsible for the school’s operations. The Board shall consist of Directors elected or appointed for a three (3) year term of office as set forth in the Bylaws. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than nine (9) Directors. The function of the Board can be described as fiscal management, policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Your board seats should be identified by number rather than name – if there are particular categories of board seats, you can use that within the names (ie. Board Member- Parent #1). It is best if the only place that names are identified is in your appendices (resumes, petitioning group list, etc.). Also, when do these terms start? Do you consider the “first year” to be the current year while you are petitioning, the first year after you are approved, the first year from your first annual meeting (after you have begun operations)?

Initial terms:

Directors appointed or elected in the first year of incorporation will serve terms as follows:

<u>Dr. Mary Gervase</u>	<u>1 year</u>
<u>Travis Scott</u>	<u>1 year (parent)</u>
<u>Joy Higdon Spencer</u>	<u>2 year</u>
<u>Ben Rogers</u>	<u>3 years (parent)</u>
<u>Phoebe Pilaro</u>	<u>3 years (parent)</u>
<u>Don Keller</u>	<u>2 years</u>
<u>Greg Bloomfield</u>	<u>3 years (parent)</u>

At the heart of SMS’s approach to governance are seven proven principles championed by non-profit board experts Brian Carpenter and John Carver. ⁵⁵ These principles, tailored to SMS Board of Directors, are as follows:

Please note the formatting issues below – some of the Board Responsibilities are running off the page (this is true on the PDF version of the petition as well)

PRINCIPLES

Govern as Stewards

Establish Organizational Purpose

BOARD RESPONSIBILITIES

-Uphold by-laws, Code of Conduct, operating principles, and other policies

-Develop, review and approve policies

-Establish and uphold the school's mission, vision, and core values

-Support and promote the school

-Build strategic alliances

Exercise Fiduciary Responsibility

- Safeguard stakeholders' right to safety in the school
- Safeguard the school's finances and property
- Grow the school's resources
- Support and promote fundraising efforts
- Ensure legal and financial stability
- Provide oversight or final approval of hiring, dismissal, job description
- Provide oversight or final approval of expulsions

Delegate Authority and Ensure Accountability

- Delegate authority to School Administrator
- Ensure attainment of performance outcomes
- Maintain clarity of roles and responsibilities within the governance structure

Speak and Act as One

- Uphold by-laws, charter, code of conduct, operating principles, policies
- Redirect operational conversations to appropriate staff
- Ensure Board business is done within the framework of Board meetings

Do What Matters Most

- Monitor school's progress on performance outcomes
- Adopt Board policy

Invest in Our Capacity

- Oversee school financial health
- Engage in ongoing and focused professional development
- Schedule capacity-building opportunities
- Recruit and seat capable, qualified and diverse Board members
- Evaluate Board's performance

As outlined in Section 4.7, upon taking the Oath of Directors, Board members are required to sign and abide by the Idaho Charter Board Code of Ethics (**Appendix A**). **There is no Idaho Charter Board Code of Ethics, please change the name here (just remove the Idaho so it doesn't sound like it's state-sponsored and so the title matches the one on the document OR refer to it based on its author / source).**

Non Profit Corporation

SMS is organized and operated as an Idaho non-profit corporation and is legally and operationally independent from Blaine County School District. Articles of Incorporation provide the legal parameters within which the SMS Board operates. The SMS's current by-laws provide a full description of the organization of the school. SMS is awaiting its tax-exempt status under Section 501(c)(3) by the IRS based on its charitable purposes and operations (All of the above documents found in **Appendix A**).

In keeping with the seven principles for effective governance, the Board is an autonomous governing body that delegates significant authority for operational responsibilities and execution of policy and procedure to the Administrator. The Administrator supervises all staff (see below for leadership responsibilities) and reports directly to the Board. The Board monitors the school's progress on the stated performance outcomes. The Administration collaborates closely with three key groups, the Board of Directors, the Staff Council and the Parent Advisory (see below for more information). All groups work interdependently and support each other. Detailed descriptions of the roles and responsibilities of the Administrator, Staff Council and Parent Advisory are contained in sections below.

Transition from Founding Board to Governing Board

During the initial year of operation, the SMS Board will be comprised of the Founders as listed in the Bylaws (Appendix A). As their terms expire and or vacancies arise, the Board will fill the positions as specified in Section 4 of their Bylaws. The Board will be determined through elections as outlined in the Corporate Bylaws. The Corporate Principals will remain the same unless the Articles of Incorporation are amended through the Idaho Secretary of State's office.

The role of the Founding Board focuses on envisioning and realizing the mission and vision of the school, attracting support through committed families and students, obtaining authorization, pursuing partnerships and business arrangements, and building a strong foundation and infrastructure for the school. To use an education metaphor, their work is to "get the right people on the bus." As the Founding Board's terms end, the Governing Board refocuses on student recruitment, growth, sustainability, solvency, and academic success. Capital campaigns also are part of the Governing board' work. To continue with the metaphor, the Governing Board ensures the right people are on the bus, and that the destination is worthy, achievable and successful.

How will you address the need for the founding board (who have been so closely connected to developing the mission) to pass on knowledge and a commitment to the mission and vision to new governing board members? How will you avoid "founders syndrome" (when founders struggle to let go / step back and let the school move to long-term operations)?

Board Recruitment

The SMS Board will actively seek new board members through recruitment to Board committees. Board Committees will provide a "trial" period by which prospective board members can be vetted. The Board experience/expertise matrix below will guide the Board's efforts to recruit appropriate new Board members, ensuring that Board members in total are proficient in all areas of Board leadership (Taken from Idaho State Department of Education Charter School Resources. All new board members will receive an ISBA New Board Member Packet and Waldorf education packet. An experienced member of the Board will be assigned as a mentor to each new Board member. As part of the annual Board self assessment, areas of expertise needed to enhance Board function will be identified and prospective committee members recruited accordingly.

In general, I think you board recruitment strategies are good. I like the idea of allowing potential board members to serve on certain committees, however, I think you need to flesh this idea out a bit more. Here are my recommendations and questions:

- I recommend you change the name of the committees that non- board members can serve on (currently referenced as "Board Committees" in the second line above) to "Advisory Committees" or something similar (so that it's clear that the committee is comprised of more than just board members).
- Will there be committees that non- board members cannot serve on? (It seems like that could be critical for certain types of business that the board will do.) If so, perhaps those could be called Board Committees (that way you could delineate easily between the mixed committees and the board-only committees)?
- Can you clarify what the composition of the committees will be (at least one board member and then non- board members?)? Any limits on the number of non- board members that can serve on the same committee?
- I think it is important that you make the role of non- board members who serve on these committees clear – will they have decision-making (voting) authority? (I would have concerns about that.)
- Finally, with whatever you decide, make sure that your Bylaws align.

Idaho State Department of Education

Charter School		Board and Committee Member Matrix						
Board Positions	Candidates	Organization	Title or Responsibility	Notes	Board Experience	Parent	Financial	Legal
<i>Executive Committee</i>								
President								
Vice President								
Secretary								
Treasurer								
<i>Committee Chairs</i>								
Development (fundraising strategy, sustainability)								
Marketing and Communications (website, newsletter, PR, brochure, etc.)								
Facilities Management								
Curriculum Development								
Etc.								
<i>Committee Members</i>								
Joanne Smith								
Etc.								
Notes:								

Add candidates by position, add as many lines as you need for each position Mark qualifications desired for each position with an "X" List all board positions If candidate has a desired qualification, note in bold If candidate has another qualification, note with "+" Keep a candidate list separate, maybe below and plug them into positions

Board Training and Evaluation

Upon authorization, SMS will join the Idaho School Board Association (ISBA).

During the first year in office, each Board member will receive and read the materials included in the "New Board Member Packet" as well as a packet of Waldorf related information.

An initial Professional Development Calendar will be developed by the Board to ensure all pertinent ISBA training modules are completed within the first two years of operation and every two years following. The calendar will also ensure the annual board self assessment is conducted and analyzed. Board members will be expected to attend state and/or national school board conferences. Specific in depth topics will be addressed by the Board at bi-annual professional development work sessions including specific training in Waldorf education. An annual Board self assessment will identify future areas of professional development.

Board members will be encouraged to attend any staff and parent education meetings.

The Board will conduct a self assessment annually, and use this data to inform future board and committee composition as well as professional development needs. Do you have a board self-assessment tool? If not, how / when will one be established? Will the board evaluation be used for anything other than identification of future professional development (improvement of indiv members / board functioning? Recruitment?)?

Open Meeting Law and Public Records Law

SMS Board will comply with Open Meeting Law and Public Records Law.

Administrator

The Administrator's duties include tasks and responsibilities delegated by the Board. These tasks relate to three research-based, broad categories of best practices, which are crucial for the success of SMS leadership over the next five years. As the table on the following page depicts, the categories for responsibilities are: *Ensuring Organizational Focus, Developing People, and Developing the Organization.*

PRINCIPLES

Ensuring Organizational Focus

Developing People

PRINCIPAL RESPONSIBILITIES

This dimension of leadership includes setting school wide goals as well as inspiring others to pursue the school's mission, core-values, and vision into the future. Examples are:

- Expressing the school's mission, vision, and values
- Ensuring that day-to-day decisions and actions are in strong alignment with the school's mission
- Creating strong community and shared meanings
- Creating high performance expectations
- Fostering the acceptance of group goals
- Monitoring organizational performance
- Setting direction in the educational program
- Achieving and maintaining a stable and healthy financial situation
- Overseeing community outreach and student recruiting
- Supporting and promoting the school throughout the community
- Engaging parents in problem solve, decision making, goal setting as appropriate.

This aspect of leadership is about positively influencing the development of human resources in the school, including:

- Offering intellectual stimulation
- Providing support and opportunities for growth
- Being an appropriate role model
- Empowering others to make decisions
- Providing instructional coaching
- Advocating for powerful teaching and learning
- Nurturing the development of families and parents
- Selecting, coaching, and retaining excellent staff
- Facilitating meaningful staff evaluation

- Ensuring the safety of all constituents
- Overseeing student admissions, attendance and student records
- Supporting Staff Council functions such as record keeping and agendas
- Providing direction, accountability and inspiration

The principal will abide by The School Superintendent’s Association, AASA ‘s Statement of Ethics for Educational Leaders (Appendix M).

Board and Administrator Role Delineation taken from the Idaho State Department of Education Charter School Resources:

Responsibility	Board of Directors	Administrator
<i>Legal</i>	<ul style="list-style-type: none"> • Exercises fiduciary role to ensure that the charter school is properly managed. The board should have a mechanism to validate information from the administrator. • Maintains legal status; insures the proper paperwork is submitted to governmental agencies. • Reviews financial and business dealings and exercises proper judgment in self-dealing transactions – avoidance of conflicts of interest. 	<ul style="list-style-type: none"> • Must provide information to the board to demonstrate that the charter school is well managed. • Compiles information for annual filing requirements. • Signals to the board if either of the above situations is likely to occur.
<i>Finance and Accounting</i>	<ul style="list-style-type: none"> • Approves annual budget. • Reviews periodic financial reports (balance sheet, income statement, changes in financial position). • Ensures that proper internal controls are in place. 	<ul style="list-style-type: none"> • Prepares annual budget with input from staff and finance committee. • Oversees preparation of periodic financial reports. • Implements proper financial controls.

Staff

The composition of the Administrative staff will vary depending on the needs of the school. The composition is determined annually during formation of the staffing plan and budget for the upcoming year. Some positions may be employees while others may provide services as independent contractors or other outside service providers.

The Staff Council

The Staff Council delivers the educational program. As the providers of day-to-day teaching and guidance, the Staff Council is defined as the full time Class Teachers. The Staff Council typically meets each week to discuss important instructional issues.

The Staff Council also assumes a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. The Staff Council work closely with all constituents to ensure the quality of educational programs and maintain the highest possible standards for teaching and learning. They act as an influential advisory body on education, policy, and program matters and are facilitated by the School Administrator. Other instructional staff may also be asked to contribute to the support of the school through meetings, committees, etc.

Roles & Responsibilities:

The following roles and responsibilities are a sampling of specific ways the Staff Council contributes to Syringa Mountain School :

1. **Instructional Leaders:** They design developmentally appropriate learning experiences employing the 'distinguishing features' of the SMS educational program. They use a variety of assessment tools to monitor student progress toward meeting charter performance outcomes. They advocate for principle-driven improvements to the school's educational practices as needed. For example, they serve as representatives on school committees. They build confidence by displaying competence and character, and through the conscious use of high-trust behaviors, such as “direct talk,” “delivering results,” and “keeping commitments.”
2. **Learners and Facilitators:** the Staff Council functions as a community of successful learners. They develop high-quality instruction through active study and current research. They participate in professional development and pursue common goals. They exchange resources and best practices with colleagues and constituents. Through deliberate modeling and explanation, the Staff Council promotes Waldorf-inspired learning and teaching. Their efforts are focused on meeting the physical, social, and intellectual needs of all students. The Staff Council regularly engages in artistic expression and celebration to nourish themselves, one another, and the entire school community.
3. **School Ambassadors:** the Staff Council continuously promotes the school's mission, vision and values. They engage in effective parent-teacher communication and play an instrumental role in parent education. They hold regular class meetings, and build positive momentum for individual classes and the school as a whole. They actively promote the school and build bridges throughout the broader community. The Staff

Council participates in the life of the school, including festivals, celebrations, outreach activities and parent development opportunities. They engage parents in problem solving, decision making, goal setting as appropriate.

4. Student Advocates: the Staff Council functions as bridges between students and essential support services, activities and opportunities. They monitor students and are sensitive to behavioral or academic changes that might warrant further attention. They are advocates for the students, counseling and guiding, connecting personally, and encouraging students in an environment of acceptance and easy rapport. They offer assistance, enrichment, and remediation across grades and disciplines. They ensure the safety and well-being of students through child study, effective classroom management, and appropriate discipline procedures. They build strategic alliances with parents and other partners. They care deeply about each student, and implement an array of student interventions to ensure students achieve their full potential.

Parent Advisory

The Parent Advisory serves as an essential support group formed by parents. The Parent Advisory upholds the mission and vision of SMS, promotes the school's educational program, contributes to the physical maintenance of the school, conducts fundraising efforts, and coordinates volunteers for festivals and events, and generally provides appropriate support to parents. All parents are encouraged to attend and participate in Parent Advisory meetings. Additionally, Parent Advisory Members are called upon to advise the Board, Administrator and Staff Council in decision making, goal setting through involvement in strategic planning, annual parent surveys, parent education meetings and parent conferences. The SMS Parent Advisory will initiate a “new parents” buddy system to ensure each family is paired with a family with some Waldorf experience and understanding, and to build a strong SMS community who look out for and support each other. There early relationships can lead to strong enduring friendships for a lifetime.

Parent Involvement

Research conducted on the effects of parental involvement in the education of their children is clear--children and schools thrive when parents get involved. ⁵⁶ Positive outcomes of parental involvement include:

- Improved educational performance
- Better student behavior
- Greater feelings of ownership and commitment
- Increased parent support of the school
- Improved school attendance
- Better understanding of roles and relationships in the parent-student-school triad
- Improved student emotional well-being

One of the most unique features of Syringa Mountain School is its proposed high level of parental involvement. Beyond involvement as a member of the SMS Parent Advisory, parents/guardians who choose SMS for their children are asked to give ~~agree to give~~ an average

of five hours per month or fifty hours over the course of the school year towards various volunteer opportunities that may include: playground supervision, assisting in the classroom, site maintenance, fundraising, hospitality, room parenting, serving on a Committee, attending parent education evenings. ~~for example.~~

Additionally, parents are asked to attend education evenings that are critical to providing consistency between home and school practices, and to enhance parent understanding of Waldorf education. One of these meetings is the annual parent orientation meeting held prior to the start of each school year. It is customary for class teachers to visit their new students' homes prior to the start of each school year, with parental permission to build communication between the home and school as well as to assist the teacher in individualizing their teaching approach to each child's needs.

Lastly, the school year consists of a series of school wide festivals that solidify the ties among the community. Parents are asked to attend and volunteer at all festivals. This high level of parental involvement enables parents/guardians to become integrally involved in shaping SMS and ensuring it fulfills its overall mission.

In order to provide all parents/guardians with the opportunity to be informed about and participate in school level decision-making, information about the SMS Board meetings, agendas, curriculum and activities is readily available to all families through regular electronic communication, newsletters, bulletins, and at parent education meetings, Parent Advisory meetings, parent conferences and at school events and festivals. Parent involvement will be documented using simple sign in sheets. Teachers will contact parents directly requesting specific help and notifying them of their hours.

Parent voice will be actively sought using regular satisfaction surveys and blogs.

~~Annual Programmatic Operations Audits~~ Annual Financial and Programmatic Audits: Ref. Idaho Code § 33-5205(3)(k), 33-5206(7), 33-5210(3), and 33-701(5-10)

~~Syringa Mountain School will conduct Programmatic Operations Audits in accordance with IC33-5210(3) and in compliance with IC 33-701, sections 5-10. Idaho Administrative Rule is clear that the programmatic operations audit must be submitted annually and must be submitted to the Public Charter School Commission no later than October 15th for the previous school year (IDAPA 08.03.01.301.12).~~

SMS Board of Directors complies with all school finance laws. The Board encourages public involvement and transparency by ensuring copies of annual budgets and audits are available in hard copy at the office or electronically online. The Board will also hold annual budget work sessions and encourage the public to attend through the media avenues typically employed.

Annual Financial Statement 33-701(6)

SMS's Board will have prepared and published, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction. Such

annual statement shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. Salaries may be reported in gross amount. SMS shall have available at the school office, upon request, a full and complete list of vendors and the amount paid to each and a list of the number of teachers paid at each of the several stated gross salary levels in effect in the district.

Additional or Supplementary Statements and Reports

Nothing herein provided shall be construed as limiting any school as to any additional or supplementary statements and reports it may elect to make for the purpose of informing the public of its financial operations, either as to form, content, method, or frequency; and if all the information required herein to be published shall have been published as provided herein at regular intervals during the fiscal year covering successive portions of the fiscal year, then such information may be omitted from the annual statement of financial condition and report for such portions of the fiscal year as already have been reported.

Publication of Annual Financial Statement IC33-701(5)

The annual statement of financial condition and report shall be published on the SMS website and within the time above prescribed ~~in one (1) issue of a newspaper printed and published within the district, or, if there be none, then in a newspaper as provided in section 60-106, Idaho Code, published within the district, or, if there be none, then in a newspaper as provided in section 60-106, Idaho Code, in the county in which the school district is located, or, if more than one (1) newspaper is published in said district or county, then in the newspaper most likely to give best general notice of the contents of such annual statement of financial condition and report to the residents of said district.~~

Certification of Annual Financial Statement

The SMS Board chairman, clerk, and treasurer shall certify the annual statement of financial condition and report to be true and correct, and the certification shall be included in each published statement.

Failure to Prepare and/or Publish Annual Financial Statement

In the event the SMS Board shall fail to prepare or cause to be prepared or to publish the annual statement of financial condition and report as herein required, the State Superintendent of Public Instruction shall cause the same to be prepared and published, and the cost thereof shall be an obligation of SMS. One (1) copy of the annual statement of financial condition and report shall be retained in the Office of the Clerk of the Board, where the same shall be open at all times to examination and inspection by any person.

Financial Audit IC33-701(6)

1. SMS will cause to be made a full and complete audit of the financial statements of the school as required in section 67-450B, Idaho Code.
2. The auditor shall be employed on written contract.
3. One (1) copy of the audit report shall be filed with the State Department of Education, after its acceptance by the Board, but not later than November 10. If the audit report is not received by the State Department of Education by November 10, the Department may withhold all or a portion of the district's November 15 distribution made pursuant to section 33-1009, Idaho Code, for noncompliance with the audit report deadline. Provided however,

SMS may appeal to the State Board of Education for reconsideration, in which case the State Board of Education may reinstate or adjust the funds withheld.

4. In the event the State Department of Education requests further explanation or additional information regarding SMS's audit report, SMS shall provide a full and complete response to the State Department of Education within thirty (30) days of receipt of the State Department's request. If SMS fails to respond within the thirty (30) day time limit, the State Department of Education may withhold all or a portion of SMS's next scheduled distribution to be made pursuant to section 33-1009, Idaho Code. Provided however, SMS may appeal to the State Board of Education for reconsideration, in which case the State Board of Education may reinstate or adjust the funds withheld.

5. The audit will be included in an annual report to the Authorized Chartering Entity, after approval by the Board, and submitted no later than October 15.

Required Report Filing IC33-701(7)

SMS will annually submit a report to the Authorizer that contains the fiscal and programmatic audit, a report on student progress based on the educational measures, and the accreditation report if conducted as per IC33-5206(7).

Destruction or Cancellation of Checks or Warrants IC33-701(8)

SMS will order the destruction of any canceled check or warrant, or any form of claim or voucher which has been paid, at any time after five (5) years from the date the same was canceled and paid;

Budget Review IC 33-701(9)

SMS will facilitate the review of the school budget periodically and make appropriate budget adjustments to reflect the availability of funds and the requirements of the school. Any person or persons proposing a budget adjustment under this section shall notify in writing each member of the Board one (1) week prior to the meeting at which such proposal will be made. Prior to the final vote on such a proposal, notice shall be posted and published once, as prescribed in section 33-402, Idaho Code. A budget adjustment shall not be approved unless voted affirmatively by sixty percent (60%) of the members of the Board. Such amended budgets shall be submitted to the State Superintendent of Public Instruction;

General Funds IC33-701(10)

The SMS Board agrees to invest any money coming into the hands of the school in investments permitted by section 67-1210, Idaho Code. Unless otherwise provided by law, any interest or profits accruing from the investment of any funds shall be credited to the general fund of the school.

Programmatic Audit

~~During the February or March Board meeting, SMS's Board, with assistance from the Principal, will appoint a committee consisting of least one Board member, the Principal, one teacher, two SMS parents, and two persons at large (not affiliated with SMS) who will conduct a programmatic audit each year targeting the parameters of this petition. The audit will be conducted as required by section 33-5205(3)(k), Idaho Code, and the conclusions will be~~

~~reported to the Authorized Chartering Entity with suggestions for policy and program changes intended to improve the educational services provided to the students.~~

~~The programmatic audit report will also be included in an annual report to the Authorized Chartering Entity and submitted no later than October 15.~~

TAB 6 EMPLOYEE QUALIFICATIONS, HEALTH AND SAFETY, STUDENT DISCIPLINE, EMPLOYEES: BENEFITS, STATUS, CONTRACTS

Employee Qualifications:

The faculty and staff at SMS will strive to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect through adherence to Idaho State Code and the Waldorf Methods curriculum offered.

The following information deals in particular with regulations that may affect our faculty or staff members. Other information is included as minimum requirements for the charter school to function with the level of autonomy and freedom intended by the Charter Schools Act.

SMS reserves the right to create, revise, implement, and enforce all non-substantive policies, procedures, and provisions of its organization and operations at any time during the charter period. Substantive policies, procedure, and provisions shall be subject to creation or modification according to rights of law.

Full-time employees at SMS will meet or exceed qualifications required by the State of Idaho. In order to be considered for employment, individuals will meet, but not be limited to, the following requirements:

- Employees will be required to possess personal characteristics, knowledge, experience, and expertise consistent with the philosophy, mission, and expectations of SMS.
- Teachers will possess an Idaho teaching certificate, permit, or other document equivalent to that which a teacher in other Idaho public schools would be required to hold as well as be highly qualified as defined by the SDE. They will also be pursuing their separate Waldorf certification.
- Administrators will be certified in accordance with Idaho statute.
- All teacher applicants will be required to complete a standard application and interview procedure.
- Other employees will be required to hold expertise in their field and an ability and interest in working with children of all ages and backgrounds, and their families and be highly qualified as defined by the SDE where appropriate.
- The school's employment procedures will fully comply with Idaho Code, including criminal record summaries and fingerprinting. All employees, including volunteers working with individual students or on a one to one basis with students ~~staff members~~ will submit a criminal history check fingerprint card to the Office of Certification at the State Department of Education. This includes substitute teachers, custodians, paraprofessionals, volunteers, etc.
- All Board of Directors is required to undergo criminal background checks.
- All teachers and administrators will be on a written contract in a form approved by the State Superintendent of Public Instruction (Idaho Code 33-5206(4)).

- SMS reserves the right to seek waivers or limited certification options as provided by rule of the State Board of Education when deemed in the best interests of the education program.
- SMS reserves the right to hire any person for temporary or part-time assistance under the direct supervision of certified staff members. This provision is intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity and expertise. The ultimate goal is to employ highly qualified educators as defined by the SDE and as appropriate to the position. All temporary staff will be required to pass a background check.

Transfer Rights of Employees

Syringa Mountain School will be its own Local Education Agency (LEA). No employee transfer rights apply between SMS and any other school district. ~~Please delete this. You cover Transfer Rights on pg. 116 (which is the appropriate location per the rubric / Administrative Rule).~~

~~The transfer rights of an employee choosing to work at SMS and the rights of such employees to return to any non-charter school after employment at SMS will be dependent upon the school district from which an employee might transfer. SMS claims no transfer rights. The Board for SMS will provide coverage for their employees with the Public Employee Retirement System, federal social security, unemployment insurance, and worker's compensation insurance.~~

Collective Bargaining

Teachers and staff at Syringa Mountain School will be a separate unit for purposes of collective bargaining.

Health and Safety Procedures

Syringa Mountain School will provide a facility and adopt policies that meet all required city, state and federal health, accessibility, safety, fire and building codes for public schools, including but not limited to the following:

- The facility will pass inspection by fire and safety officials using the same guidelines for all public schools;
- Fire and evacuation drills will be conducted during the first week of school, monthly and during the first week back after extended breaks;
- Maps illustrating fire exit routes will be posted near the exit in every room;
- All staff will be trained in procedures outlined in the public schools' Emergency Handbook;
- All visitors and volunteers will be required to check in at the office and to wear an identification badge;
- Student check out during the school day will require the person picking up the child to sign the child out at the office and to produce appropriate photo identification;
- All state rules and regulations for student safety will be followed;
- A health/nurse room will be furnished and supplied adequately for the number of students in the school. Eventually, a certified nurse will be hired;
- Health records highlighting chronic issues will be held on each student and made available in emergencies;
- Emergency contact numbers will be maintained on all students;

- All staff will be trained in universal medical and health precautions;
- SMS will adopt a policy regarding use/possession of illegal substances consistent with policy of the chartering district; and,
- All employees will be screened by law enforcement agencies with a criminal history/background check.

Student Discipline

SMS is committed to a safe learning environment. Student’s expectations for appropriate behavior are high and will be communicated to students, parents and teachers through training, the student handbook and everyday practice. The school-wide philosophy that will be implemented for discipline will follow the “Love and Logic” approach as well as Compassionate Communication (**Appendix U**).

The Love and Logic program is a classroom management approach to working with students that:

1. Puts teachers in control
2. Teaches students to think for themselves
3. Raises the level of student responsibility
4. Prepares students to function effectively in a society filled with temptations, decisions, and consequences.

Teachers and staff follow three basic rules when using Love and Logic, which are:

1. Use enforceable limits
2. Provide choices within limits
3. Apply consequences with empathy.

Denial of Attendance to a Student:

Per Idaho Code 33-205, the school’s Board of Directors may deny enrollment to SMS to any student who is habitually truant, or who is incorrigible, or whose conduct, in the judgment of the Board is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in the school is detrimental to the health and safety of other students or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board; but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the Board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of

Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Discipline of students with disabilities shall be in accordance with the requirements of federal law Part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the Board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

Procedure by which Students can be Suspended, Expelled and Reenrolled:

SMS will assemble a student handbook (**Appendix P**) following state law (Idaho Code 33-205) that outlines a "code of conduct," including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures, including but not limited to the following steps, in chronological order:

Step 1: Parent/guardian notification by teacher/staff (written and/or verbal).

Step 2: Parent/guardian notification by teacher/staff/principal (written and/or verbal) and possible parent/teacher/principal conference.

Step 3: Possible suspension and prior to suspension if needed the principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Parent notification of suspension not to exceed five (5) school days in length.

Re-admission after conference with Student/Parent/Principal.

Possible additional ten (10) days suspension by the school's Board of Directors and provided that on a finding by the school's Board of Directors that immediate return to school attendance by the suspended student would be detrimental to other pupils' health, welfare or safety, the Board of Directors may extend the suspension for an additional five (5) school days. Reenrollment will occur after holding a conference with the student/ parent/principal and reviewing students attitude and behavior history, activities during suspension, recommendations by counselor, teacher, student advocate. Step 4: Expulsion (Idaho code 33-205) by school's Board of Directors by written notice to the parent/guardian of the pupil stating the grounds for expulsion and the time and place where such parent/guardian may appear to contest the action of the Board. Length of expulsion to be determined by school's Board.

Step 5: Reenrollment will occur after meeting with school's Board of Directors/principal prior to end of expulsion, and reviewing students' attitude and behavior history, activities during expulsion, recommendations by counselor, teacher, student advocate.

Drug and Alcohol Use Policy

SMS will comply with Idaho Code Section 33-210. In keeping with the federal regulations established by the Drug Free Workplace Act of 1988, SMS is committed to the concept of having a drug-free work and student environment. It is our intent that programs and activities be planned and carried out by the professional staff that will enable the school to achieve this goal.

The primary focus of our program shall be educational in nature, with instruction geared to discourage student experimentation of any mood-altering substance. A companion focus of this program shall be aimed to assist students who have made unacceptable choices regarding any controlled substance. A necessary part of the latter focus is an attitude among teachers and other staff members that one of our responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors. We believe that it is possible to have a totally drug-free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure. They include, but are not limited to, the following:

- Parent or guardian contacted
- Referral to assistance, such as counselors and/or health professionals
- Referral to an outside agency for chemical dependency assessment and/or treatment
- Suspension from school
- Expulsion from school

A. Referral Policy

When there is reasonable cause to believe that a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, the student will be subject to the disciplinary procedures contained in this regulation. As used in this policy, reasonable cause shall mean the existence of specific observable evidence or behaviors that can be described. Observable behaviors may include chronic attendance problems, sleeping in class, erratic behavior, inappropriate comments, drop in grades, defiance of or disrespect toward authority, or motor coordination problems. Possession of alcoholic beverages, drugs or drug paraphernalia is also considered as evidence. Evidence shall include, but not be limited to, smell of alcohol, or other mood-altering substances, impaired speech, impaired coordination or other recognizable characteristics unusual for the particular student.

B. Procedures

SMS will send staff to training to identify drug, alcohol, and mood-altering substance use. Staff will refer such information to the principal through appropriate procedures. To develop reasonable cause for taking action, the following procedures may be indicated.

- Documented behaviors or indicators of drug, alcohol or mood-altering substance use.
- Possession of alcohol or other illegal drugs
- All procedures are to be performed with discretion and documented.
- Refusal to submit to a request to any of the procedures may result in disciplinary action.

C. Disciplinary Procedure

1. First Offense for Use or Possession (K-8)
 - Parent or guardian will be contacted;
 - Student will be suspended for 5 days;

- Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required;
 - Law enforcement agency shall be contacted; and,
 - If the student does not complete the recommendations of the assessment, then the remainder of the 5-day suspension will go into effect.
2. Second Offense for Use or Possession (K-8)
 - Parent or guardian will be contacted;
 - Board of Directors may be petitioned for expulsion of student;
 - Law enforcement agency shall be contacted; and,
 - Child Protection Services (C.P.S.) may be contacted.
 3. Third Offense for Use or Possession (K-8)
 - Parent or guardian will be contacted;
 - The student shall be suspended and the Board of Directors will be petitioned for expulsion of the student;
 - Law enforcement agency shall be contacted; and,
 - Child Protection Services (C.P.S.) will be contacted.
 4. First Offense for Selling or Delivering (K-8)
 - Parent or guardian will be contacted;
 - Law enforcement agency shall be contacted;
 - The student will be suspended and the Board of Directors will be petitioned for expulsion of the student; and,
 - Child Protective Services (C.P.S.) may be contacted.

Health and Safety Procedures: Ref. Idaho Code § 33-5205(3)(h) You currently have two Health and Safety sections – one here, and one earlier in this Tab (before Student Discipline, which is where it should be). Please merge them, as they are currently repetitive.

SMS complies with the provisions of Idaho Code to ensure the health and safety of staff and students by implementing health and safety policies and procedures. The policy/procedure in its entirety may be found in SMS's Policy Manual, the bulk of which will be modeled after the “Charter School Model Policy Manual” created by the Idaho School Board Association.

The SMS Board and SMS Staff strive to create a learning environment that is conducive to active, imaginative learning. SMS will provide a positive, safe, engaging school climate that includes school life, facilities, relationships, teaching and learning, and the school environment. Peer-reviewed educational research has consistently demonstrated that a positive school climate is associated with academic achievement, effective risk prevention efforts and positive youth development. (See A Review of School Climate 2013, from the National School Climate Center, 57

SMS Definition of School Climate?

School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes:

- Norms, values and expectations that support people feeling socially, emotionally and physically safe.

- People are engaged and respected.
- Students, families and educators work together to develop, live and contribute to a shared school vision.
- Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning.
- Each person contributes to the operations of the school and the care of the physical environment.

(This definition of school climate and a positive, sustained school climate were consensually developed by the National School Climate Council that NSCC co-leads with the Education Commission of the States.)

Components of a School Climate

Upon authorization, the Board will adopt policies/procedures in the following areas referencing the ISBA, BCSD and Sage International School policies. (See sample policies below)

SMS will provide a facility and adopt policies that meet all required city, state and federal health, accessibility, safety, fire and building codes for public schools, including but not limited to the following:

1. Provide for inspection of the facility in compliance with Idaho Code § 39-4130, and adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.
2. The facility will pass inspection by fire and safety officials using the same guidelines for all public schools;
3. Fire and evacuation drills will be conducted during the first week of school, monthly and during the first week back after extended breaks;
4. Maps illustrating fire exit routes will be posted near the exit in every room;
5. All staff will be trained in procedures outlined in the public schools' Emergency Handbook;
6. All visitors and volunteers will be required to check in at the office and to wear an identification badge;
7. Student check out during the school day will require the person picking up the child to sign the child out at the office and to produce appropriate photo identification;
8. All state rules and regulations for student safety will be followed;
9. A health/nurse room will be furnished and supplied adequately for the number of students in the school.
10. Health records highlighting chronic issues will be held on each student and made available in emergencies;
11. Emergency contact numbers will be maintained on all students;
12. Require that all students show proof of immunization before being enrolled at SMS or have an exemption signed by a parent or legal guardian.
13. All staff will be trained in universal medical and health precautions including communicable diseases;
14. First aid kits will be furnished, easily accessed and a portable first aid kit taken for all off campus excursions.
15. SMS will adopt a policies addressing bullying/harassment
16. All employees will be screened by law enforcement agencies.

17. Adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with SMS's insurance carriers and at a minimum address the above and the following items:

- a. Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
- b. Policies relating to preventing contact with blood-borne pathogens.
- c. A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training. All staff will be trained in emergency response protocols and will be provided an emergency response binder. SMS will create an emergency response team that will develop school protocols and procedures. The team will meet at least twice a year to review the protocols and recommend needed changes.
- d. Policies relating to the administration of prescription drugs and other medicine.
- e. A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
- f. Policies establishing that the school functions as a gun-, drug-, alcohol-, and tobacco-free workplace.

17. SMS will develop a policy regarding internet usage and comply with all requirements set forth in the Children's Internet Protection Act. See **Appendix P** Student Handbook for Digital citizenship agreement.

18. SMS will include the following Media Viewing Policy:

The violence, consumerism and passive entertainment that are taken for granted in today's mass-media culture do not support the well being of children. The cumulative effect of repeated exposure to television, video games, movies, radio and computers can negatively impact a child's development. At Desert Marigold, we strongly encourage parents to take full responsibility for determining the type and extent of screen viewing (video games, game-boy, x-box, computers, etc.), and media exposure (television and DVD) their children receive. Your child's teachers will be providing information regarding media use and your child's education and engaging you in a dialogue that we hope will be stimulating and rewarding. Our goal in doing so is to do our utmost to create a learning environment that is conducive to active, imaginative learning.

Our recommended guidelines regarding media use are as follows:

1. For children in preschool and kindergarten: None, or as little as possible.
2. For children in grades 1 – 3: No television, video games, computers or movies during the school week; minimal parent-directed media use on weekends and during vacations.
3. For students in grades 4 – 8: No television or video games or computers in the morning before school; minimal parent-directed media use during the school week; parental involvement in determining appropriate media and computer-use choices at all other times.

19. Denial of Attendance to a Student: This is repetitive – it should be merged into the similar sub-section of the Student Discipline section earlier in this Tab.

Per Idaho Code 33-205, the school's Board of Directors may deny enrollment to SMS to any student who is habitually truant, or who is incorrigible, or whose conduct, in the judgment of the Board is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in the school is detrimental to the health and safety of other students or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board; but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the Board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Discipline of students with disabilities shall be in accordance with the requirements of federal law Part B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the Board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

20. Procedure by which Students can be Suspended, Expelled and Reenrolled: This is repetitive – it should be merged with the similar sub-section of the Student Discipline section earlier in this Tab.

SMS will assemble a student handbook (**Appendix P**) following state law (Idaho Code 33-205) that outlines a "code of conduct," including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures, including but not limited to the following steps, in chronological order:

Step 1: Parent/guardian notification by teacher/staff (written and/or verbal).

Step 2: Parent/guardian notification by teacher/staff/principal (written and/or verbal) and possible parent/teacher/principal conference.

Step 3: Possible suspension and prior to suspension if needed the principal shall grant an informal hearing on the reasons for the suspension and the opportunity to challenge those reasons. Parent notification of suspension not to exceed five (5) school days in length.

Re-admission after conference with Student/Parent/Principal.

Possible additional ten (10) days suspension by the school's Board of Directors and provided that on a finding by the school's Board of Directors that immediate return to school attendance by the suspended student would be detrimental to other pupils' health, welfare or safety, the Board of Directors may extend the suspension for an additional five (5) school days. Reenrollment will occur after holding a conference with the student/ parent/principal and reviewing students attitude and behavior history, activities during suspension, recommendations by counselor, teacher, student advocate. Step 4: Expulsion (Idaho code 33-205) by school's Board of Directors by written notice to the parent/guardian of the pupil stating the grounds for expulsion and the time and place where such parent/guardian may appear to contest the action of the Board. Length of expulsion to be determined by school's Board.

Step 5: Reenrollment will occur after meeting with school's Board of Directors/principal prior to end of expulsion, and reviewing students' attitude and behavior history, activities during expulsion, recommendations by counselor, teacher, student advocate.

21. Drug and Alcohol Use Policy This is repetitive – it should be merged with the similar sub-section of the Student Discipline section earlier in this Tab.

SMS will comply with Idaho Code Section 33-210. In keeping with the federal regulations established by the Drug Free Workplace Act of 1988, WRWMS is committed to the concept of having a drug-free work and student environment. It is our intent that programs and activities be planned and carried out by the professional staff that will enable the school to achieve this goal.

The primary focus of our program shall be educational in nature, with instruction geared to discourage student experimentation of any mood-altering substance. A companion focus of this program shall be aimed to assist students who have made unacceptable choices regarding any controlled substance. A necessary part of the latter focus is an attitude among teachers and other staff members that one of our responsibilities is to assist those students who need help in overcoming their potentially addictive behaviors. We believe that it is possible to have a totally drug-free environment in the school setting. If a student cannot, or will not, commit to responsible behavior to help achieve this goal, several sanctions may be imposed as a disciplinary measure. They include, but are not limited to, the following:

- Parent or guardian contacted
- Referral to assistance, such as counselors and/or health professionals
- Referral to an outside agency for chemical dependency assessment and/or treatment
- Suspension from school
- Expulsion from school

Referral Policy This is repetitive – it should be merged with the similar sub-section of the Student Discipline section earlier in this Tab.

When there is reasonable cause to believe that a student illegally uses, sells, distributes, or possesses drug paraphernalia, drugs, alcohol, or other mood-altering substances in school, on or adjacent to school property, or at school functions, the student will be subject to the disciplinary procedures contained in this regulation. As used in this policy, reasonable cause shall mean the existence of specific observable evidence or behaviors that can be described. Observable behaviors may include chronic attendance problems, sleeping in class, erratic behavior, inappropriate comments, drop in grades, defiance of or disrespect toward authority, or motor coordination

problems. Possession of alcoholic beverages, drugs or drug paraphernalia is also considered as evidence. Evidence shall include, but not be limited to, smell of alcohol, or other mood-altering substances, impaired speech, impaired coordination or other recognizable characteristics unusual for the particular student.

B. Procedures This is repetitive – it should be merged with the similar sub-section of the Student Discipline section earlier in this Tab.

SMS will send staff to training to identify drug, alcohol, and mood-altering substance use. Staff will refer such information to the principal through appropriate procedures. To develop reasonable cause for taking action, the following procedures may be indicated.

- Documented behaviors or indicators of drug, alcohol or mood-altering substance use.
- Possession of alcohol or other illegal drugs
- All procedures are to be performed with discretion and documented.
- Refusal to submit to a request to any of the procedures may result in disciplinary action.

C. Disciplinary Procedure

1. First Offense for Use or Possession (K-8)
 - Parent or guardian will be contacted;
 - Student will be suspended for 5 days;
 - Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required;
 - Law enforcement agency shall be contacted; and,
 - If the student does not complete the recommendations of the assessment, then the remainder of the 5-day suspension will go into effect.
2. Second Offense for Use or Possession (K-8)
 - Parent or guardian will be contacted;
 - Board of Directors may be petitioned for expulsion of student;
 - Law enforcement agency shall be contacted; and,
 - Child Protection Services (C.P.S.) may be contacted.
3. Third Offense for Use or Possession (K-8)
 - Parent or guardian will be contacted;
 - The student shall be suspended and the Board of Directors will be petitioned for expulsion of the student;
 - Law enforcement agency shall be contacted; and,
 - Child Protection Services (C.P.S.) will be contacted.
4. First Offense for Selling or Delivering (K-8)
 - Parent or guardian will be contacted;
 - Law enforcement agency shall be contacted;
 - The student will be suspended and the Board of Directors will be petitioned for expulsion of the student; and,
 - Child Protective Services (C.P.S.) may be contacted.

22. Weapons, Fireworks, and Dangerous Instruments: This should be merged into the Student Discipline section earlier in this Tab.

Possession, handling, or transporting a firearm, dirk knife, bowie knife, dagger, metal knuckles, or any deadly and dangerous weapons as defined in Section 921 of Title 18 of the United States Code, including any knife, any explosive, including firecrackers, or any other dangerous object [Dangerous object is defined as any object used in a dangerous and/or inappropriate manner that may cause harm to a person or property], on or about his/her possession while on the property of the WRWMS, while engaged in a school activity on other property, and/or while riding school-provided transportation.

Causing or attempting to cause physical injury with a weapon or dangerous implement as defined in the aforementioned paragraph, or behaving in a way that could cause physical injury to any person is in violation of this policy.

Violation of the weapons policy will result in immediate suspension and expulsion for a minimum of one year or as determined by the Board on a case by-case basis. The suspension and expulsion includes no participation in or watching of any school activity on school property. The suspended or expelled student may not be present on school property at any time. This may be modified only by the Board.

23. Suicide prevention IDAPA 08.02.03.160 (Policy included in Appendix Q.)

Student Discipline (Taken from Student Handbook, Appendix P). You may delete this section, since you already cover Love and Logic above

SMS models their student discipline practices and procedures after Non-violent Communication protocol and Teaching With Love and Logic (See Appendix U).

Expectations in Early Childhood Classes(Classroom management) Please move this entire section (current pages 112 through the Shared Discipline section on page 114) and merge it in with the early part of the Student Discipline section near the beginning of this Tab (with the Love and Logic info and before Denial of Attendance on page 103)

Discipline at SMS emphasizes a positive approach where the young child is gradually led toward an experience of self discipline. We expect children to behave in an age appropriate, respectful way towards adults, classmates, and school and personal property. Teachers use discretion in handling each circumstance using the following guidelines:

Respectful, Calm & Clear Communication: We keep our language simple and try not to use too many words. We use simple, basic imaginations and metaphors to get our point across and avoid over-intellectualizing.

Encouraging Messages: We tell the children what they CAN do as an alternative to what they are not allowed to do. We also, take note when their behavior is exceptionally pleasing or helpful. We try to avoid empty praise but specific encouragement is excellent.

Model Problem Solving Skills and Corrective Behavior: Children in early childhood operate out of the mode of imitation. Modeling for them how to navigate through situations that they have not yet developed the “know how” for is far more effective than talking to them about what to do.

SMS uses the strategy: **MODEL – REMOVE – REDEEM – REINTRODUCE**

Natural and Logical Consequences: We avoid non-related consequences, i.e. taking away a toy for hitting. Instead we choose consequences that correlate to the child's misdeed, i.e. for hitting the child may become 'the doctor' to heal the injured, to fix what has been broken or rest when the ears must be too tired to work right.

Clear, Immediate, Calm Action: We believe that there is no "wrong" behavior... just behavior that is out of its right time, place, and intensity. It is our goal to guide the children through direct modeling and engaging the imagination toward a better understanding of positive and harmonious behavior. For example, there is absolutely nothing wrong with wanting to speak with a friend; in fact, friendship is something to be cherished! However, speaking to a friend in the middle of a story or ring time may not be the best time or place to do so. Part of our task as educators is to help children appreciate when to engage and when to refrain and how to bring the correct level of intensity to each situation. All of the redirection, guidance and correction in the classroom are built around this idea.

1. When a situation occurs which requires disciplinary action, the first step is to right the wrong. If someone is hurt, the child responsible for the hurt is asked to give aid, such as bringing an ice pack or laying on a "healing hand". The teacher reminds the child that "hands are for good work and play," or "we use kind and gentle words." If the child easily forgets classroom rules, he or she will work in close contact with a teacher or assistant.
2. If the incident is one to cause deeper concern, or if a student continues to be disruptive and/ or exhibits discourteous behavior, (taking age appropriate behavior into consideration) the teacher contacts the parents to discuss the situation. At this time the teacher may ask parents to be prepared to remove the child from school before dismissal time if the problem behavior occurs again. This action makes it clear to the child and all students in the class that such behavior is not tolerated.
3. In certain cases as deemed necessary by the teacher, a meeting is arranged with parents, teacher and, if necessary, an additional member of the faculty or staff. Parents and teachers work together as a team to prepare a written course of action. This plan outlines steps to be taken at home and at school to address the child's behavior and to help him or her to move in a more positive direction.
4. If the undesirable behavior persists parents may be asked to keep the child at home until a meeting with a Care Group, made up of several Faculty members, can be arranged. The Care Group may ask parents to seek professional help for their child such as counseling, medical help or assessment by an expert in child development. A written agreement outlining the required course of action will need to be signed by the parents before the child returns to the classroom.
5. If the problem persists and professional help is not utilized or not utilized sufficiently enough to address the student's problems, the parents may be required to withdraw their child from the school.

Grades Class Expectations

1. No Crosstalk Allowed! This means everyone is expected to pay reverent attention to whoever is speaking. No interruptions.
2. No wandering around the classroom. Everyone stays seated unless they have communicated with the teacher first. We use sign language to communicate our needs.
3. We raise our hand before speaking aloud.
4. We use respectful and courteous speech. The children are welcome to have their own opinions, feelings, and express themselves freely. However, they must find a way to communicate that does not disrespect others. This includes a respectful tone of voice.
5. We use our words first – always! The children are expected to problem solve issues on their own – or at least try to do so before grabbing a teacher.
6. Absolutely no hitting, kicking, scratching or biting at any time! We have a zero tolerance policy regarding violence in the Grades Program. The students are old enough to regulate and redirect their behavior. The student will receive an immediate consequence and lose their recess privileges for the day. In extreme cases or repeated incidents, parents will be notified. In extreme circumstances (deliberate or repeated acts of aggression/anger) the student will be sent home immediately from school.
7. Everyone helps at lunch time cleanup, chore time, and recess clean up! No one is exempt from their daily obligations. We maintain our classroom daily. Please see chore wheel for specific chores.
8. The game or play stops when someone is hurt. All play stops until the injured party is safely away from the rest of the play.
9. The children may have water bottles at their cubbies..

Problem solving protocol and Fair Trade: Our protocol for empowering children to problem solve on their own follows: Always ask the student bringing the concern “Did you talk to your friend first before coming to me?” If their answer is “no” send them back to speak directly with their peers. If the answer is “yes” – go check with the other party and ask if they were consulted.

If at this point, they are unable to resolve the issue, an adult will step in and assist.

The philosophy behind this method:

It teaches children to evaluate the seriousness of an incident: is it something that they can resolve with their friends or is it a big enough issue to bring in an adult? It teaches direct communication and begins to build strong inter-personal skills. It discourages gossip and mean spirited speech. It eliminates the endless tattling that often occurs around 7/8 year olds.

If they play during work time, then they work during play time! Our classrooms operate under the **Fair Trade system**. The students understand that their behavior can either contribute to or detract from the learning environment. If they behave in such a way that they are detracting from the classroom experience, they will have to do something that contributes to SMS during their free time. (Chores, work, something helpful – there’s always so much to do!)

Shared Discipline

When a parent is on site with their child, they are responsible for their child's safety. All animal pastures, corrals and coops are off limits after school dismissal each day, unless accompanied by a SMS staff member. After school hours, please admire and cajole our animals from outside their fences.

Prohibited items/activities This should be merged into the appropriate part of the Student Discipline section earlier in this Tab.

The following are not permitted in school or on school grounds:

- Pocketknives (unless approved by a teacher for a specific project) and other potentially dangerous items.
- Riding bikes or scooters during school hours unless sanctioned and supervised by a teacher.
- Chewing gum.
- Using music players, electronic games, etc.
- Playing ball, riding bikes and scooters, or roller-blades inside the school building.
- Excessive wrestling or roughhousing.
- Throwing rocks and other hard objects. Snowball throws are permitted with teacher permission and supervision.
- Using sticks for sword fights unless supervised by a teacher.
- Sleds with metals runners and sliding or sledding head first.
- Hard balls.
- Using swings, ropes and other playground equipment in a manner that puts anyone at risk.

Employees

Benefits: Provision Regarding PERSI, Federal Social Security, Unemployment Insurance, and Worker's Compensation Insurance *Idaho Code 33-5205(3)(m)*

Syringa Mountain School will comply with all state and federal laws addressing employment benefits and insurance. At a minimum, employees will be covered by unemployment and worker's compensation insurance, will have federal social security withheld along with the employer's matching contributions, will be covered under the Public Employee Retirement System of Idaho (PERSI), and will be offered health insurance. It is the intent of Syringa Mountain School to offer competitive wages and benefits so that it can recruit and retain talented employees to shape children who will become the leaders of our future

All employees who currently are members of PERSI will continue their participation. All new employees will become members of PERSI. Employees will contribute at the rate established by PERSI. All employees will contribute to the Social Security System. SMS will make all employer contributions as required by PERSI and Federal Social Security. SMS will also pay for worker's compensation insurance, unemployment insurance, and any other payroll obligations of an employer as required by Idaho Code § 33-1279. SMS will also allow for accumulation of sick leave as allowed by Idaho Code § 33-1217. The Board will provide health insurance and may

establish other benefits. The Board will develop a process to ensure that all employees are enrolled in or covered by health insurance, either through the school provided plan or some alternate plan.

Status

Transfer Rights *Idaho Code §§ 33-5205(3)(o)*

SMS is its own Local Education Agency (LEA). No employee transfer rights apply between SMS and any other school district.

Professional Opportunities

All employees will undergo an annual performance review. SMS teachers are required to be Idaho certified as well as pursuing ongoing Waldorf certification. SMS will provide extensive professional opportunities annually to its teaching staff to include:

- Pre-service training in Waldorf education prior to the start of school.
- Mentoring during the school year.
- Hiring teachers who are multiply endorsed and who will loop with their students over multiple years.
- Common planning times and time before or after school to collaborate and coordinate their instruction.
- Peer observation opportunities.

The first sentence of this section (above) refers to employees undergoing annual performance reviews. Is there an appendix related to evaluation procedures? If so, you should reference it somewhere in this Tab. Also, please note that this content in this section has font that is two different sizes.

Annual summer professional development occurs with teachers attending either the Michael Institute or Rudolf Steiner College for annual two week intensives in the upcoming grade level they will be preparing to teach. Additionally, specials teachers will attend courses specific to their discipline through the Steiner College.

We have selected the **Michael Institute**, in Portland, Oregon, to deliver our needed **Waldorf certification training**. This is four year training program that occurs onsite during the summers and through online assignments throughout the school year. The director of the Michael Institute, John Miles, will also be contracted to provide onsite mentoring. The convenience of the program location being offered to us just one state over combined with the program's rigor has convinced us that this is a meaningful way to equip our team of teachers to be ready to take on the challenge of opening a cutting edge public Waldorf charter school.

We have selected the **Rudolf Steiner College**, in Sacramento, California, to deliver our **specialized Waldorf certification training**. Rudolf Steiner College is one of America's leading Waldorf teacher education colleges established in 1976. Their programs are designed to meet the professional development needs of our specialty teachers with 2-3 week summer intensives in Spanish Teaching, Remedial Reading, At Risk Students, Arts/Handwork Instruction, and Waldorf Education for Public School Teachers.

Professional development will occur throughout the school year through child study, staff meetings, parent education evenings, special guest speakers and individual teacher mentoring.

Resources for Professional Development

In addition to the scheduled professional development outlined in Appendix M, a substantial amount of professional development resources is available online, either for free or at a discounted cost. A professional library will be maintained on site and electronically.

Contracts *Idaho Code § 33-5206(4)*

All certificated staff will be required to sign a written contract with SMS. Contracts will be in a form approved by the Idaho State Superintendent of Public Instruction. The contract is conditional upon valid certification. A copy of all teacher contracts and certificates for all certified teachers or staff members will be on file in the school office. Job announcements and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

Background Checks *Idaho Code §§ 33-130 33-512 and 33-5210(4)(d)*

All employees, subcontractors, board members, and volunteers who work with students independently will undergo state of Idaho criminal background checks and FBI fingerprinting checks. One fingerprint card will be submitted to the Office of Certification at the State Department of Education. Subcontractors will pay for their own background checks. SMS will pay for background checks for all employees, volunteers and board members.

Assessing Board, Administration, Teacher, and Staff Performance Evaluation of the Board of Directors This title is very confusing.

Board Self Study

The evaluation of the Board of Directors will take place one month before elections are scheduled. The evaluations will be self-evaluations provided by the ISBA and the Board will be guided through the process by the ISBA. **Please move this – information about board evaluation should be in Tab 5 near board training.**

Evaluation of the Administration The evaluation sections (this one and the following one on teachers and staff) should be right after the professional development section.

The evaluation of the administration will take place annually before the end of June. See **Appendix M** for specific administrator evaluation tools.

Evaluation of Teachers and Staff

Teacher and staff performance will be evaluated in accordance with Idaho state law and the State Department of Education policies. SMS will develop an evaluation process based the Danielson model for teacher evaluation or whatever model the state may mandate in the future. All teacher evaluations will be conducted at least once a year by a certified administrator according to the SDE timeline. See teacher evaluation tools in **Appendix M**.

TAB 7

ADMISSION PROCEDURES, ENROLLMENT OPPORTUNITIES, DISCIPLINARY PROCEDURES, PUBLIC SCHOOL ATTENDANCE ALTERNATIVE, ENROLLMENT OPPORTUNITIES, STUDENT HANDBOOK

Admission and Enrollment Procedures This header doesn't really make sense with the content that is underneath it. Perhaps move it? Or add an introduction to your Enrollment Procedures?

This first paragraph is about the same thing as the second paragraph / section – they are both referring to notification. The information is good, but I think you should move the sub-header (Process for Public Notification...) above this paragraph and then merge the content appropriately. Make sure the timeline that is currently in the first paragraph is maintained when you merge.

Syringa Mountain School will take the following steps to ensure the primary attendance area is aware of the enrollment opportunities at SMS (per Section 33-5205 (3)(s) Idaho Code). While taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline established by Syringa Mountain School each year, information will be posted in highly visible and prominent locations within the area of attendance. In addition, SMS shall ensure that such process includes the dissemination of press releases and/or public service announcements to media outlets that broadcast within or disseminate printed publications within the attendance area for SMS. SMS will ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such 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. (4-11-06).

Process for Public Notification of Enrollment Opportunities

The following actions will be made to notify the public of enrollment opportunities at SMS. This **will may** include, but is not limited to, SMS school, Mountain Express online, The Sun and the BCSD Web page updates; advertising in local newspapers Mountain Express and The Sun; postings at community centers such as the YMCA, Blaine County Recreation District, Hailey Public Library, the Community Library, public information meetings/open houses to be held prior to the start of the school year and during the school year. At each event, a record of the attendants and email addresses will be collected to follow up electronically with all interested parties and notify them of future enrollment opportunities. ~~SMS will comply with the Idaho State Board of Education rules governing charter schools, IC33-5205(3)(t)~~

I recommend changing the highlighted language back to “may” so that you are not locked in to using every specific medial outlet that you have listed (if a particular outlet becomes cost-prohibitive, you want to give the board / administration the freedom to switch)

Requests for Admission

Syringa Mountain School will comply with Section 33-5205 (3)(j) Idaho Code. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state may make a request in writing for such child to attend SMS. In the case of a family with more than one (1) child seeking to attend SMS, one written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, SMS on or before the enrollment deadline established by SMS. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student. If the initial capacity of SMS is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to SMS. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by SMS shall be permitted in the lottery. Written requests for admission received after the established enrollment deadline will be added to the bottom of the final selection list for the appropriate grade.

Admission Preferences for Initial Enrollment

If the initial capacity of Syringa Mountain School is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to SMS. SMS will follow Idaho Code Section 33-502 (j).

Prospective students will be placed in priority groups as follows:

First Priority: ~~The first priority group of SMS will include the children of full-time employees, children of the founders (provided that this admission preference shall be limited to not more than 10 percent (10%) of the total initial enrollment capacity of SMS).~~ The children of founders and full-time employees, provided that this admission preference shall be limited to not more than 10% of the total enrollment. Once the number of founders' applicants reaches the 10% limit, the remaining children of founders will not be included in this category. Once this category is filled, the remaining students will be categorized according to the highest level of preference for which they are otherwise eligible.

Second Priority: ~~The second priority group is siblings of pupils already selected by the lottery. Siblings of pupils already enrolled in SMS.~~

Third Priority: ~~The third priority group is students who reside in the primary attendance area of SMS.~~ Prospective students residing in the primary attendance area of SMS.

Fourth Priority: ~~The fourth priority group includes students who reside outside of the primary attendance area of SMS.~~ Prospective students residing outside the primary attendance area of SMS.

Admission Preferences for Subsequent Enrollment Periods

For subsequent enrollment periods, prospective students will be placed in the following priority groups as needed for the lottery:

First Priority: Pupils returning to SMS in the second or any subsequent year of operation ~~are automatically enrolled in the appropriate grade and do not need to be selected by lottery.~~

Second Priority: The children of founders and full-time employees, provided that this admission preference shall be limited to not more than 10% of the total enrollment.

Third Priority: Siblings of pupils already enrolled in SMS.

Fourth Priority: Prospective students residing in the primary attendance area of SMS.

Fifth Priority: Prospective students residing outside the primary attendance area of SMS.

Founders and Admission Preference Taken from the Bylaws, Article 3, Section 3.2 Founders and Admission Preference: A “Founder” is defined as any person, including employees or staff of a public charter school, who make a material contribution toward the establishment of a public charter school. The criteria for determining what constitutes a material contribution shall be established by the Board of Directors. In addition, the Board shall determine in accordance with Idaho Code what admission preference, if any, shall be given to the child or children of a Founder.

Sibling definition A sibling is defined as a brother or sister living in the same household who has one or both parents in common, a half or step sibling, a foster child or a child under legal guardianship of the same parent(s). *This is good, but one final question- what do you mean by “living in the same household”? What if a students’ parents have joint custody? Will both sets of siblings (in both households) get the sibling preference or only those in the primary household (if one has been identified)?*

Enrollment Deadline

Each year Syringa Mountain School ~~Syringa Mountain School~~ shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend SMS for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. Applications will be accepted after the enrollment deadline either to fill open spots or to be added to the waiting list. *Why did this section get moved? I believe it should be before your Admission Preferences Section (after Requests for Admission).*

Proposed Attendance List for Lottery *Idaho Code § 33-5205(3)(j)*

Syringa Mountain School ~~Syringa Mountain School~~ will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Proposed Attendance List for Lottery. Each year SMS will create a new attendance list containing the names of all prospective students on whose behalf a written request for admission was received in a timely manner by the public charter school, separated by grade level. Returning students will be automatically included in the attendance list unless the parents or guardians have requested otherwise. The proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated “A” for returning student preference; “B” for founders and full-time employees preference; “C” for sibling preference, with a

corresponding cross-reference to each of the siblings of the prospective student; and “D” for primary attendance area preference. Names shall not be carried over from one year to the next.

Equitable Selection Process

SMS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Equitable Selection Process. SMS will hold a lottery on or before April 30 of each year. The lottery will be held in a public forum and a disinterested party will conduct the lottery selection. If the initial capacity of SMS is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then SMS will determine the students who will be offered admission by conducting a fair and equitable lottery.

Final Selection List IDAPA Rule 08.02.04.203.09.

SMS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Final Selection List. The names of the persons in highest order on the final selection list shall have the highest priority for admission to SMS in that grade, and shall be offered admission to SMS in such grade until all seats for that grade are filled. All student names that were not selected in the lottery will be listed after the selected students in the order established by the lottery. All openings during the school year will be filled according to the order of this list. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application will go to the bottom of the sibling list. Waiting lists for a given school year shall not roll over to a subsequent school year.

Notification and Acceptance Process

SMS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Notification and Acceptance Process. With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, SMS shall **notify send** an offer letter to the parent, guardian, or other person who submitted a request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer will be followed by enrollment information to be completed by such student’s parent or guardian and returned to SMS by the date designated in the materials. Notifications will be by phone call, email, or letter.

The highlighting above shows a typographical error.

With respect to a prospective student **who is not eligible for admission to SMS**, SMS shall notify the parent, guardian, or other person who submitted a request for admission within seven days. The notification will explain that the prospective student is not eligible for admission but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return such offer in a timely manner by the date designated in such offer letter by the public charter school, then the name of such student will be

stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. If a student withdraws from SMS during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

What do you mean by “not eligible for admission” (per the highlighting above)? Are you referring to a student who was not selected for admission in the lottery process? If so, you should use that type of language. Referring to a prospective student as not eligible implies that there is a reason that you can deny attendance. As you know, the reasons for denying attendance are very limited (previous expulsions, etc.). If you are intending to reference that type of situation (where you would be denying attendance) than it seems you wouldn’t be adding the student to the waiting list for future admission. Please clarify this.

Subsequent School Years

SMS will comply with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for Subsequent School Years. The final selection list for a given school year shall not roll over to the next subsequent school year. If the capacity of the public charter school is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted by the public charter school for such school year.

Waiting List

A waiting list will be maintained and reviewed throughout the year. Students will be listed by grade and by preference categories. Any student who enrolls after the lottery will be added to the bottom of the waiting list. The waiting list will not carry over from one year to the next.

Enrollment Capacity of the Charter School Please move this to be earlier in this Tab (ideally, it should be the first section).

Syringa Mountain School expected enrollment and growth (maximum numbers per grade)

Year:	1	2	3	4	5	6	7	8	9
K (half-day)	20	20	20	20	20	20	20	20	20
K (full-day)	20	20	20	20	20	20	20	20	20
1st Grade	25	25	25	25	25	25	25	25	25
1st Grade		25	25	25	25	25	25	25	25
2nd Grade	25	25	25	25	25	25	25	25	25
2nd Grade			25	25	25	25	25	25	25
3rd Grade	25	25	25	25	25	25	25	25	25
3rd Grade				25	25	25	25	25	25
4th Grade	25	25	25	25	25	25	25	25	25
4th Grade					25	25	25	25	25
5th Grade	25	25	25	25	25	25	25	25	25
5th Grade						25	25	25	25
6th Grade		25	25	25	25	25	25	25	25
6th Grade			25	25	25	25	25	25	25
7th Grade				25	25	25	25	25	25
7th Grade					25	25	25	25	25

8th Grade						25	25	25	25
8 th Grade							25	25	25
Total	165	215	265	315	365	415	440	440	440

Syringa Mountain School will offer two kindergarten classes (one full-day and one half-day). For the full-day class, parents will cover the difference in cost from a funded half-day to full-day.

~~The anticipated Year 1 enrollment of SMS will be capped at 165 students. This figure is derived from a first year of operations configuration of:~~

- ~~• Kindergarten (two classes): 20 students each (40 total) (two half-day classes)~~
- ~~• First grade (one class): 25 students each~~
- ~~• Second grade: 25 students~~
- ~~• Third grade: 25 students~~
- ~~• Fourth grade: 25 students~~
- ~~• Fifth grade: 25 students~~

These numbers are the preferred number of students in each grade. It is our intent to allow the school to grow using a controlled growth plan on a 9 ~~10~~-year schedule. We will add one grade level beyond the fifth grade each year up to a top grade level of eighth grade. Additionally, for each year, we will add a second class of a lower grade to promote and allow for growth at the upper levels. Should enrollment approach the minimum for financial viability, the Board of Directors shall take action including, but not limited to, the following:

- Increase enrollment demand through a marketing campaign
- Increase fundraising from external sources
- Eliminate or defer expenses

Public School Attendance Alternative *Idaho Code § 33-5205(3) (n)*

Since a charter school is a public school and SMS is a new entity, not a conversion of an existing school, the attendance alternative would be the same as for all students in a public school district. The children located within the attendance area of the authorizing district will have the choice to enroll or seek admission to other educational entities, be they public, private or other. Enrollment is not mandated based upon residential proximity to SMS, but through parental choice and equitable selection.

Student Handbook and Procedure Ensuring Parental Access to Student Handbook

SMS's handbook will be finalized upon opening of the school and will be a joint effort between the administration, staff, parents and Board. The term student handbook is synonymous with parent handbook. The handbook will be distributed to all parents electronically and ~~or~~ as a hard copy based on their preference prior to the first day of school. Prior to the start of school and as As part of our registration procedures, parents will receive their handbook and be requested ~~required~~ to sign a validation form indicating that they have read and will comply with the handbook. The handbook will also be available for quick reference via the school website. See **Appendix P** for Draft Student Handbook.

You don't need the list (below) – but you can keep it if you'd like.

Contents to be included will be as follows.

- Message from the principal
- School philosophy
- School academic goals
- Staff and Board members
- Daily schedule
- Calendar
- Attendance policy
- Behavior and discipline
- Severe weather procedures and inclement weather
- Field trips
- Health, injury, or illness
- Suicide Prevention
- Medication
- Personal belongings
- Weapons and threats
- Special services
- Report cards
- Tardy policy and telephone calls
- Students leaving school grounds
- Digital citizenship, electronic network use rules, cyber bullying, parent authorization

TAB 8 *BUSINESS PLAN, DESCRIPTION, MARKETING PLAN, MANAGEMENT PLAN, FINANCES, FINANCIAL PLAN, START-UP BUDGET, THREE YEAR OPERATING FORM, FIRST YEAR MONTH-BY-MONTH CASH FLOW, TRANSPORTATION, SCHOOL LUNCH NUTRITION*

Business Plan Description

Syringa Mountain School is organized exclusively for charitable, educational and scientific purposes. The Articles of Incorporation for Wood River Waldorf Methods School, a Public Charter School, Inc. as filed and approved by the Secretary of State for the State of Idaho on August 30, 2012 and Doing Business As (DBA) Syringa Mountain School documentation can both be found in **Appendix A**.

SMS will initially serve kindergarten through fifth grade with plans to extend to eight grades. SMS will be located within the Blaine County School District, Idaho, and plans to open in August 2014. The Corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. SMS will operate as a public charter school and is subject to all the rules and regulations of traditional public schools. Charter Schools face the challenges of tight budgets resulting in part from not having access to the local taxes that traditional public schools enjoy. The non-profit status is important in accessing contributions from entities that are willing to donate to the programs of cCharter sSchools.

~~Vision, Mission, Values See Tab 2 for full description.~~

~~1. Marketing~~

Pre-opening Timeline A pre-opening timeline is found in **Appendix L**.

Marketing Overview:

The purpose of the SMS Marketing Plan is to develop a consistent message and implementation process linked to our vision, mission, values; engage parents, board, staff, students, community; communicate strategically and use communication tools effectively.

According to Idaho Code § 33-5205(3)(s), all advertising and promotion processes for SMS will include the dissemination of enrollment information, in both English and other languages as required by the demographics of the area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school such as the YMCA, libraries, school facility. In addition, SMS will ensure that such process includes the dissemination of press release and/or public service announcements to media outlets that broadcast within and/or disseminate printed publications within the area of attendance of the public charter school. SMS will ensure that such announcements are broadcast and/or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year i.e. online and hard copy ads in both the Mountain Express and The Sun, radio stations KSKI, KECH FM, school website, BCSD website.

Finally, such enrollment information will 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.

Why is the margin further to the left for the two headers below?

Marketing Plan

I recommend adjusting the structure of your marketing plan to make it more clear and ensure that you include all of the items as outlined in the rubric. This is not a requirement, but the section currently feels jumbled / disjointed and it is difficult to read and identify your specific Marketing goals, tasks, timelines, and responsible parties (expectations per the rubric). **If you choose not to adjust the structure, please add additional narrative / information that provides more logical flow and ensures that you have all appropriate content included (or referenced).**

Here is a possible Marketing Plan structure to consider: After the PR/Marketing Committee description, I would recommend that you identify your Marketing Goals and then under each goal, provide an overview of the tasks that will be associated with it. For example, your first goal could be to “use marketing and advertising to build community awareness and admissions requests in the pre-opening stage” then you would put tasks underneath it. Some of the tasks can be (or include) references to other Tabs or Appendices (ie. Complete all in-person outreach activities as listed in Appendix...). Timelines for tasks are also expected. For pre-opening tasks, feel free to refer to the pre-opening timeline rather than duplicating the information in this tab. For ongoing goals / efforts, you should note if there is an annual deadline or if the efforts are expected to be ongoing. Annual efforts should include more than enrollment – consider whether you anticipate having any annual events or contests that you will want to publicize, how you will want to deal with annual reporting of academic results, etc.

PR/Marketing Committee

This list (below) is awkward since it doesn't include any introduction. I recommend adding one to two sentences that clarify the PR / Marketing Committee's role (perhaps remove the first item in the list and use that as a jumping off point). The intro can be short, but should state when this committee will be established (now? post-approval but pre-opening? post-operations?) who will be on this committee and what their general purpose will be (to do identify and plan PR / marketing? to identify, plan, and implement it? to interface with administrator and board on these efforts?). Are there any timelines associated with these efforts? Which are pre-opening and which are ongoing? If the pre-opening marketing tasks are in the pre-opening timeline, feel free to refer to that instead.

Also- adding bullet points will make the list easier to read.

PR/Marketing Committee formed with interested parents, teachers, students, and principal and purpose of committee published.

Develop marketing analysis; determine if areas of competition-i.e. other charter schools, or other schools providing the same or similar programming/curriculum.

Develop market description-who do we serve. Ensure broadest community including Spanish speaking families.

Identify target market-who do we want to serve?

Develop recruitment strategies and metrics based on purposes: recruitment, community support, partnerships that are mutually beneficial for the school and the partner, etc.

Complete a logo and branding plan

Website updated and redesigned.

Identify communication vehicles and strategies:

Focus groups

Open houses

Public school festivals (determine which will be for school families only, and which will be open to the public, i.e. May Faire.

Design and administer parent and student satisfaction surveys at least once annually.

Include a question about effectiveness of the school's communication strategies.

Create staff business cards

Determine what social media to use and when

Determine format and process for press releases for current events

Create relationship with local media-keep the education reporter informed; personally invite to events.

Host open to the public evenings with guest speakers on Waldorf education

Volunteer program to utilize parent and local community expertise, i.e. Bee keeping

Parent education evenings-4 held annually with parents strongly encouraged to attend

PR/Marketing calendar developed with accompanying strategies. See sample in **Appendix T**.

Determine strategy for translation of materials into other languages based on community demographics.

Enrollment and Admissions: Advertising for SMS may actively recruit students for enrollment using, but not limited to, the following methods: **You do not need to include your enrollment and admissions efforts here. Just refer to the section in Tab 7 and/or the Pre-Opening Timeline where they are already identified (but feel free to add some of these strategies into Tab 7, since you've got some new / different ones here).**

Also, some of the items in the list (news releases and articles for all school events and festivities) don't seem to be related to enrollment, but they are under an introduction about enrollment (perhaps that was intended to be a bullet in the list)? Please adjust your formatting to clarify (or per the recommendation at the beginning of this section regarding another way to structure this entire section).

Annually a variety of media outlets will be used to notify the community about the enrollment/re-enrollment and lottery process for SMS.

Community calendars on television, radio, internet, websites and including Spanish stations

Ads/articles in back to school edition of Mountain Express newspaper

Open houses held three times during the year, and one held one month prior to the start of school.

Flyers attached to products sold by local merchants.

Information tables at local events/festivals: May Faire, Annual Christmas Bazaar.

School website, as well as blogs, Facebook, and Twitter pages

Public speaking: Chamber of Commerce, Rotary, Community Radio show, KECH news

Ongoing articles in the Mountain Express and Twin Falls

News releases and articles for all school events and festivities

1. Advertising with public schools located within the target area using flyers upon administrative approval, district and school websites.
2. SMS website will introduce information about the school including downloadable brochures promoting the curriculum and methods used at the school, upcoming public meetings, etc.
3. Bi-annual public informational meetings and open houses about SMS held in accordance with Idaho Statute §67-23.
4. ~~Other methods that may include: news releases, newspapers, news conferences, and newsletters, email blasts, radio station announcements, web, e-newsletters, and social media.~~
5. SMS will seek to form partnerships with other public schools to increase opportunities for our students and theirs, i.e. applying for 21st Century Learning Grant for collaborative after school offerings.
6. The building administrator will join organizations such as Rotary, the local Chamber of Commerce to increase exposure in the community for the opportunities available to students at SMS.
7. After SMS is authorized, parents who expressed interest in enrolling their children will be contacted to determine their current level and interest. They will be informed of the projected opening date, and invited to participate in the Open Enrollment process with the general public.

Ensuring all students are reached with PR/Marketing Plan

Marketing methods will always include strategies to reach at-risk and non-English speaking students as well as underserved students. This process will include all current requirements as stated in Idaho Code § 33-5205.

Attracting non-English speaking, other at-risk and underserved students are listed below:

- Ongoing articles in the Spanish only section of the Mountain Express
- Public service announcements on Spanish speaking radio program
- Spanish language enrollment information posted on SMS's website
- Posting advertising materials in English and Spanish in writing, electronically and in prominent locations (i.e. the libraries, churches, hospital, clinics, YMCS, BCRD)
- Providing materials in Spanish at all public events, whenever English materials will be distributed.
- Advertising materials will state SMS's non-discrimination policy

This list above describes marketing / advertising efforts to attract non-English speaking students, but what kinds of efforts might you implement to make sure that other groups (at-risk, special education, etc.) are aware of the opportunity? Are there any services providers in the area that you could reach out to so their families get info? Any other strategies you can put in place to target these groups?

Marketing strategies will be developed for attracting partnerships that will enhance the educational offerings of SMS. See **Appendix E** for initial partnership collaborations.

All parents, students, and staff will be surveyed annually to measure satisfaction and to answer questions concerning whether we are fulfilling our mission and vision as outlined in the Charter.

Appendix L contains additional marketing details as part of the Pre-Opening Plan. The marketing budget will rely primarily on low cost or no cost communication vehicles and strategies. The budgets (see **Appendix G and H**) contain a line item for Marketing and Advertising. *I recommend moving this to your Marketing Overview / Introduction. Also, it would help if you could provide your total anticipated (average) Marketing budget for the operational years (after pre-opening) in the narrative.*

Potential enrollment

SMS's Board of Directors has begun collecting the names of potential students. See **Appendix O** for metrics and will continue this process until the school is Authorized. At that time, the school enrollment process will officially launch. See **Appendix L** for Pre-Opening Timeline and the enrollment process. *This does not need to be here (please delete). Your potential student list should be in the appendices and referred to in Tab 2.*

The items listed in the Marketing Strategy above will be implemented upon the approval of the charter petition by the Public Charter School Commission. The marketing strategy will be a continuous process. Marketing will continue after the school opens and will be adjusted in intensity depending on whether the school has met its enrollment caps. *I recommend moving this into your Marketing Overview / Introduction. Then also make sure that any tasks that should have a timeline are either on the Pre-Opening timeline (and referred to) or have the timeline identified with the task.*

You do not need the information below about the Outreach Activities you have completed. Just state that outreach activities already completed or planned can be found in Appendix ___ and provide it there.

SMS has already held four public meetings:

November 15: Information agenda item for BCSD School Board

April 25: Work session with BCSD School Board

May 14: BCSD Formal Board hearing

May 29: Public information Meeting, Community Campus

Public meetings will be scheduled with Rotary, the Chamber of Commerce and BCSD's Parent Associations for the elementary and middle schools. Initial contact has already been made.

Management - *In this section, you should briefly describe how the roles of the entities (board, administrator, staff, contractors, etc.) will interact. Describe the structure of the school's operational management and overlap / division of roles. What is the chain of command? Who decides / does what? We're *not* looking for job descriptions, but rather, information that helps us to understand how these entities will work together to ensure the school is managed and operates properly. The easiest way to do this may be to add an introduction that provides that type of narrative.*

Form of business organization – You do not need this again (it’s at the beginning of the Tab)

SMS is a nonprofit and is organized exclusively for charitable, educational and scientific purposes. See Articles of Incorporation **Appendix A**).

Board of Directors Please see **Appendix D** for resumes. The following Board members are also members of the petitioning group: Dr. Mary Gervase, Joy Higdon Spencer, Ben Rogers, Travis Scott, Phoebe Pilaro. An additional Board member is Greg Bloomfield. **You can refer to the resumes and petitioning list; I recommend you remove the names from the narrative. Then give more about the role of the board in comparison to and interacting with others. What is the board’s role in relation to staff? Parents? The community? With what kind operational tasks is / should the board be involved / not involved? How is their role similar to or different than administrators, teachers, or contractors? How will you decide whose will do what or who will communicate with parents or outside entities? Remember – job descriptions are not what we’re looking for; rather, provide some brief descriptions of what it will practically look like.**

Administrator(s): organization chart and responsibilities is on page 16. **Given the nature of this Tab, you may want to put the actual Organizational Chart in this Tab (in addition to Tab 2), as you can then use it to describe the chain of command and interactions.**

The principal and Board of Directors will determine the school calendar, schedule and hours of operation in compliance with the requirement of providing 900 hours of instruction.

Administrative services will be provided by the principal and supplemented by other contracted services as needed. Annual programmatic operations audits and fiscal audits will be presented to the Board of Directors. The Board of Directors will serve as the liaison between SMS and the Idaho Public Charter School Commission. **You do not need to provide an overview of Administrative Services since it is covered in another Tab.**

Financial operations will be contracted out to licensed and bonded entities. Funding sources will include state allocations per pupil, federal start-up grants, private grants, business partnerships and donations.

Job descriptions of key personnel See Appendix M.

Staffing plan/number of employees.

The school will open with approximately 6.5 teachers (including a half time special education teacher), 1 paraprofessional, one administrator and on e office staff. See **Appendix G and H** for staffing budget and changes over time. By year three, SMS anticipates 10 teachers, 1 special education teacher, and 1 para-professional, administrator and office staff.

The SMS staffing plan will clarifyies the roles of staff, provides job descriptions, a performance management process and status reporting procedures. SMS Board has received permission from the BCSD Superintendent, Dr. Lonnie Barber, and Sage International School Principal Don Keller, to adopt ~~BCSD~~-policies and procedures whenever feasible. SMSSMS will utilize as a starting place BCSD and Sage International School job descriptions and evaluation templates, adapting them to the unique needs of the charter school. Additionally, SMS will utilize the Charlotte Danielson Framework for Teacher Evaluation. See **Appendix M** for evaluation rubrics.

Facilities plan/planned capital improvements See **Tab 2** and **Appendix K**.

Operating plan/schedule of work for next year.

Our operating plan and schedule for the next year include 1) charter approval; 2) application for charter grant; 3) advertisement of charter approval and opportunities for parents, students, and staff; 4) identifying lease facilities.

Day to Day Operations: The principal of SMS will determine day-to-day operations and the Board of Directors will have oversight authority. **This is beginning to get at a key part of the types of descriptions that should be in the Management section, but it needs more depth / detail. What about the times when the lines get blurred (for instance, a parent calls a board member directly or a board member has expertise related to a particular aspect of operations but hasn't been asked by the administrator to provide assistance)? Also, this should be in one of the primary narrative sections at the beginning of the section.**

Instructional Hours: The Board will provide the minimum number of instructional hours for students at each grade level as follows:

Grades	Hours
K	450
1-3	810
4-8	900

Records Management: The Secretary and/or Clerk will be the custodian of records under the supervision of the Principal/Designee. Personnel files and student files are confidential and will be disclosed only as provided in policy and/or by law. A record of persons examining/copying personnel files or student files, other than administrative staff, will be kept for each employment file and student file. All public records will be provided to the public in accordance with the Family Educational Rights and Privacy Act (FERPA), laws of the State of Idaho, and AHCS policy.

Financial

Budget:

The budget for SMS will be prepared in compliance with Idaho Code Section 33-801 and rules of the State Board of Education; will be presented at a public hearing in June of the year the school will open; and will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the public on our school Web site. The budget will be prepared, approved and filed using the required Idaho Financial Accounting Reporting Management System (IFARMS) format.

Start-Up and Long-Term Budget: An initial budget with forms, three-year operating budget, and first year month-by-month cash flow form are attached in **Appendix G and H**. **Please remove this reference, since you have the references to Appendices (a more clear and complete list) at the end of the Financial section.**

Income Sources: Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships and donations. Parent volunteers have already identified several potential sources of additional funding and will prepare proposals pending approval of the school by the authorizing chartering entity.

Working Capital and Assets: SMS does not expect to have working capital and assets until after the charter is approved. An anonymous \$500,000 pledge has been received for site and faculties costs.

Expenditures: Purchasing Process: The principal will determine procedures for procuring goods and services with approval from the Board of Directors. **This section should include the “Purchasing Procedure” rather than it being under “Revenues.” Also, it seems like Expenditures and Revenues should be near each other within this section – it would make more logical sense and be easier to read.**

Payroll Processing: SMS will outsource its payroll processing as determined by the principal with approval from the Board of Directors.

Financial Management: The accounting records will be kept in accordance with generally accepted accounting principles. SMS will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Board of Directors will be responsible for financial management. Sage International School is providing oversight of our financial management. See **Appendix E**. What do you mean Sage is providing oversight of your financial management? Aren’t they providing financial services / business manager consulting? It would help if this was clearer

Bonding: Documentation of bonding of all personnel involved in the school’s financial operations will be provided prior to the opening of the school.

Revenues: Estimates of funding sources will include state allocation as based on:

- The Support Unit Calculation for Charter Schools Salary Based Apportionment for Charter Schools
- State allocations for pupil transportation
- State allocations for technology
- State lottery

As soon as possible, SMS will notify the Idaho Department of Education’s School Achievement and School Improvement, in writing, of its intention to apply for Federal Title I funds. The school will develop and implement an approved Consolidated Plan that details the programs. This plan will include, but not be limited to, a Parent Involvement Policy, Parent Compacts, participation in the state assessment and accountability system, highly qualified staff, and a scientific research-based program of support for academically at-risk students. Federal funds for Title I, Title IV-B, and the child nutrition program (if sought) will be calculated through the prescribed formulae.

SMS will follow this or a similar process for revenues:

1. Revenues will be received by the accountant/business manager, who will record the transaction in the proper account and will provide a receipt for the revenue.

2. The Principal and SMS's Board of Directors will also review the record of revenues and will approve the transactions.

The preparation for and the review of the annual financial audit will provide an additional financial safeguard.

Purchasing procedure will be in compliance with State Law, Idaho Code 33-601. The board will develop and implement policies and procedures at before February 1 of the opening year. Purchases of goods or services by SMS will follow state guidelines provided by the Idaho Department of Administration, Division of Purchasing. SMS will adhere to the policies as explained in Idaho Department of Administration's Purchasing Guides or other state purchasing guidelines that the department may publish in the future to supplant these guidelines.

Your purchasing process includes references to an accountant / business manager, but your Administrative Services section (Tab 2) does not indicate that your staffing structure will include having someone in this role. Will you be consulting with Sage for this role? If so, how will that work on a practical level?

The purchasing procedure will be as follows:

1. A request for purchase will be filled out and given to the accountant/business manager.
2. The business manager will determine if the purchase fits the specifications of the budget line item funds the request will be paid from and if there is sufficient funds in the line item for the purchase.
3. If the purchase is approved by the Principal, a purchase order will be sent to the vendor for the purchase. The Board will decide on a dollar amount that the Principal can approve without Board approval.
4. After the item has been received and inventoried, the business manager will prepare the check. All checks will be signed by one Board member.
5. The business manager will prepare monthly financial reports for the Board that will include the dispersal of funds for the purchases.
6. The yearly financial audit will also review the purchase as an additional safeguard.

Can any one board member sign checks, or is it someone specific (such as the chair or treasurer)? Is there the potential for an amount that would / should require signature by more than one board member?

Reports and Audits: SMS will conduct an independent financial audit annually. A yearly independent audit will be performed as required by Idaho statute regarding audit reporting. The SMS Principal/Business manager will provide a monthly cash-flow report and balance sheet to the Board of Directors that details revenues and expenditures for the previous month. The budget will be in the Idaho Financial Accounting Reporting Management System (IFARMS) format.

Start-up Budget: A copy of the estimated start-up budget is contained in **Appendix G.**

Three Year Estimated Budget: A copy of the three year estimated budget is contained in **Appendix H.**

First Year Month-by-Month Cash Flow: A copy of the estimated first year month-by-month cash flow is contained in **Appendix I**.

FUNDRAISING

The Board of Directors, principal, and/or parent organizations will be responsible for fundraising efforts, if implemented, to generate capital or to supplement per-pupil allocations.

The SMS Fundraising plan will identify who is responsible for fundraising, how fundraising benefits the school and community, what resources are available, and how to develop a fundraising plan. Fundraising is a shared responsibility. The Parent Advisory conducts fundraising events throughout the year, see festivals in **Appendix P**, Student Handbook. The Administrator in conjunction with the Board applies for grants. The Administrator also oversees an annual fundraising campaign to provide resources for expenses not allowed for by state funding, i.e. facilities purchase. The Board will assume responsibility for developing a Fundraising plan, and revisit and update it annually.

The SMS fundraising strategy combined with student funding revenue will create financial sustainability for the Charter School. Fund development is an ongoing, process that engages all staff and every board member in some way. This Fundraising Strategy will become part of the Strategic Plan and should be reviewed and updated on a regular basis by the Development Committee of the Board of Directors.

Fund development provides a mix of funding that will sustain basic operations, allow for expansion of educational programs, and generate sufficient cash flow to cover operating costs. Activity associated with strengthening fund development should be taking place every day at the Charter School. It is vital to the sustainability of the school to place as high a priority on fund development as any other organizational component.

To some, fund development means having a bake sale or applying for a grant. It can and should be so much more. Fund development does include those activities, but *effective* fund development produces more than money. Fund development includes building stronger relationships, helping Board members feel comfortable asking for money, and understanding the interests of Charter School donors. This overview will outline fundraising areas and will show projections of what needs to be raised in each area. Each area has a committee associated with it that will determine the goals and timeline for each fundraising activity.

The Development Committee of the Board oversees all of the fundraising activities. The importance of preparing monthly progress reports cannot be stressed enough. These reports, prepared by the Development Director, are essential to monitoring the plan by comparing the actual results of fundraising activities with the projected incomes of each area. This information allows us to focus on activities that are productive and intervene in areas that are not. Each year the Administrator, Development Director and the Board Development Committee work together on the development plan for the year to come and provide to the Board a written evaluation of the past year's development efforts.

The fundraising objectives for SMS:

Major Gifts

The Development Committee must continually strive to identify, educate and cultivate key donors who are capable of making major gifts. These are people who are either personally motivated to give because of the wonderful education the Charter School provides their children or those who are not directly involved but are impressed by what the Charter School represents. At the Charter School all students are equally important and all potential donors are worthy of equal respect. However, from a fundraising perspective it is the donors who have been identified as having the greatest capacity to give who should receive the most time and attention from the Administrator, the Development Director, and the Board. School development personnel that focus on major gifts and major donors always raise the most money. It is not simply a process of asking someone for money and getting it. Relationships must be cultivated and once these relationships develop into donors, they must be thanked, acknowledged, and kept informed of the ongoing successes of the school.

An anonymous gift has been pledged to SMS in the amount of \$500,000 for site and facility costs. See Appendix E for notification.

Timetable:

Cost:

Projected Income:

Point Person: Principal Development Director, Board of Directors

Strategies: Identify and create list of people with capacity; Development Director trains those making the ask. The Administrator along with members of the Board personally contacts major donors who have been identified by the Development Director and work to establish a relationship with them. Adequately thank donors within 48 hours.

Annual Fund

The Annual Fund Campaign consists of an annual appeal to Charter School families, relatives, alumni, and the Board of Directors that will raise significant, unrestricted revenue. This annual fundraising program will provide essential operating funds that are above and beyond state funding. Because state funding does not cover all of the annual costs of educating students the funds raised through the Annual Fund Campaign will help balance the operating budget which is the school's top priority. In the future these funds will support programs directly benefiting Charter School students such as enhancing the curriculum, supporting faculty professional development, and building repairs and maintenance. The Annual fund builds a donor database and gifts to the Annual Fund are tax deductible.

Timetable:

Cost:

Projected Income:

Point Person: Development Director

Strategies: Set financial goal. Develop materials (letterhead, remittance envelope). Identify donors. Create mailing list – board, staff, faculty, relatives, friends. Create letter defining need. Thank donors within 48 hours. Ensure 100% participation by Board of Directors.

Special Events

Determine the signature events for Charter School fundraising. In addition to raising money for the school the event has the potential to be used to provide good publicity and public relations.

This event also provides the opportunity to add names to the database, identify volunteers and record the giving amounts of attendees that will be helpful for future fundraising.

Timetable:

Cost:

Projected Income:

Point Person: Development Director

Strategies: Establish volunteer committee(s). Determine theme, date, location. Create materials (posters, invitations, etc). Produce announcements for local newspapers and public service announcements for radio and television and Hang posters for event in area businesses. Thank donors and attendees within one week of event.

Foundation Grants

Includes written grant requests for funding as well as corporate matching gift programs which seek to maximize support for the school from business and private foundations. The approach to foundations must be based on sound research, exemplary proposal development, and establishing relationships with foundation staff.

Timetable:

Cost:

Projected Income:

Point Person: Development Director with assistance from Principal and parents

Strategies: Research grant opportunities that align with the mission of the Charter School. Make direct personal contact with Foundation staff to review all grant applications. Focus efforts where you have the best chance of receiving funds. It is important to estimate how much effort and what resources are needed to write and administer a grant versus how much funding the grant will generate. Is it worth writing a grant for?

Partnership Fundraising Options

These programs raise money for the Charter School through everyday activities such as grocery shopping.

Timetable:

Cost:

Projected Income:

Point Person: Development Director

Strategies: List the partnership opportunities in every newsletter. Create a plan to educate families on all of the programs.

Endowment Fund/Planned Giving (or Legacy Giving)

The Endowment Fund is the financial foundation of a school. An Endowment Fund offers opportunities for individuals to contribute to the long-term stability of the school. The money is invested and remains untouched for many years and only when there is significant interest income can that income be used for either restricted or unrestricted purposes. The principle is maintained in perpetuity. The Endowment is a permanent fund that “gives back” a portion of its annual earnings to the operating budget and provides a long term strategy for stemming steep tuition hikes and securing the schools future. Planned Giving (or Legacy Giving) allows a donor to make a gift to the school through wills, trusts, and insurance policies. This usually involves a

one on one conversation with the donor to set the terms and conditions that assist the donor with estate and tax planning.

Timetable:

Cost:

Projected Income:

Point Person: Development Director

Strategy: Develop investment policy for the Charter School. Educate the Charter School community about the tax consequences of contributing to an endowment. Set goal for Endowment. Create informational flyer. Conduct informational meeting for families.

Capital Campaign

A capital campaign has a limited scope and timeframe and is usually for the purpose of building a new facility or renovating an existing one, although capital campaigns can be used to fund any special project. Capital campaigns often run simultaneously with other fundraising activities. Feasibility studies to determine strategy and services of a consultant with specific expertise are often utilized to ensure success.

Timetable:

Cost:

Projected Income:

Point Person:

Strategy:

Transportation Services Ref. Idaho Code § 33-5205(3)(t) & 33-5208(4)

SMS will not will try to offer transportation services for students from the initial opening of the school in the 2014-15 school year. SMS will investigate transportation options once approval is obtained. If fiscally viable, services will be offered for the second year of operation, 2015-2016. SMS will coordinate with the public transportation system, Mountain Rides, as well as ask for the Parent Association to assist with carpooling. This is to ensure that lack of a transposition will not negatively affect student enrollment. (The BCSD presently has a free pass system with Mountain Rides for any BCSD student. SMS will pursue a similar arrangement).

Since you are going to look at providing transportation if “fiscally viable” in year two, have you looked into the costs? Getting one or two quotes for potential transportation, and either adding them to your appendices or referencing the average amounts in your narrative would help show that you are already working towards making an informed decision. Also, how often will you reconsider the decision regarding whether to provide transportation if you determine that you can't afford to do it in a given year?

In Tab 10, you have a reference to a letter in the appendices that shows that you have arranged for discounted bus passes. You should include information about that in this section as well (and a reference to the appendix) while also leaving it in Tab 10. In this section, please provide more detail – Will these reduced-cost passes be available in year 1 of operations? What is the level of discount / cost for an individual student? Would the bus passes be for use by students when they are travelling to and from school? What about on field trips? What would a student need to do to get a reduced-cost pass? How will you inform families of this opportunity?

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

At the beginning of the next paragraph you should add a phrase that makes it clear that you're not offering transportation yet – "If SMS offers transportation service" or "When SMS determines it can offer transportation services, these services will be offered to..."

SMS will provide transportation services to students within our primary attendance area, Blaine County School District (and enrolled students within 15 miles of the said charter school) when they live more than one and one-half (1 ½) miles from the facility. In accordance with Idaho Code, students who live less than one and one-half (1 ½) miles from the nearest established bus stop must provide their own transportation to such bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and the nearest public road, to the nearest door of the building he attends, or to the bus stop, as the case may be. SMS may transport any student a lesser distance when in its judgment the age or health or safety of the student warrants. A day care center, family day care home, or a group day care facility, as defined in section 39-1102, Idaho Code, may substitute for the student's residence for student transportation to and from school. SMS will not transport students between child care facilities and home in accordance to 33-1501, Idaho Code.

Student Travel To or From an Extracurricular or Co-Curricular Activity

Unless other travel arrangements are authorized, students will board the contracted bus at the school designated as point of origin for the trip and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students. The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

School Lunch Program Ref. IDAPA 08.02.04.202, 08.03.01.401.1.0, and USDA Child Nutrition Federal Policies and Regulations

SMS will not provide nutrition services in year one. How will SMS address lunch / lunch time for students if you do not do a nutrition program? How will you communicate to parents about the non-availability of school lunch?

SMS is committed to modeling what is taught in the garden, farm and sustainability curriculum in which students learn to grow, harvest and prepare organically grown foods. The SMS board have already initiated discussion and visited Gooding School District to learn about their farm to table child nutrition program. SMS has also been in dialogue with the Blaine County School District child nutrition director (See Appendix E).

If nutrition services can be offered primarily using organic and locally grown foods and in a financially viable manner, SMS anticipates offering a school lunch program during its second year of operation, 2015-2016. It is somewhat doubtful SMS could offer an organic hot lunch program that qualifies under the guidelines of the National School Lunch Program. Are you only willing to provide a nutrition program if it can be organic and locally grown? Is there the possibility that you will provide a nutrition program that is organic and locally grown even if it

does not qualify under the National School Lunch Program? How often will you re-consider whether to provide the program if you determine that you can't afford it?

~~If nutrition services are offered, the appropriate application will be included in student registration/enrollment packets. SMS will follow the annual income eligibility guidelines as established by the USDA. The Board will approve policies for determining eligibility of students for free and reduced prices for meals, verification reporting, and record keeping before the implementation of such program. Any such policies will be consistent with USDA Child Nutrition Federal Policies and Regulations if school lunch is to be provided. Additionally, if provided, SMS will provide an environment that provides students with a place where they have adequate space to eat.~~

You state here that if the program is provided you'll make sure that students have adequate space to eat. What if you don't provide the program? Won't students need a place to eat either way?

~~initiative, any food services initially but will consider programs for a possible future date. If SMS decide to offer hot lunch~~

D. Meal Times and Scheduling

If school lunch is provided, SMS will provide:

1. Students with at least 20 minutes to eat after sitting down for lunch.
2. Meal periods scheduled at appropriate times, e.g., lunch will be scheduled between 11 a.m. and 1 p.m.
3. Lunch periods scheduled to follow recess periods (for grades kindergarten through sixth).
4. Access to water during mealtimes, at least through water fountains.
5. Access to hand washing or hand sanitizing before students eat meals or snacks.
6. Reasonable accommodations of the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk.)

Again, what will be the plan / timing / structure of lunch if SMS does not provide a nutrition program?

Governance Structure See Tab 5

~~The SMS governance structure identifies who and how decisions are made, Board of Director qualifications, recruitment and board roles and responsibilities. Tab 5 contains the governance structure of the school, including the roles of the administrator, Staff Council, and Parent Advisory. In addition to the information in Tab 5, the Founders Board will develop a Division of Roles between Board Members and Administrator matrix to facilitate the future work of the charter school. A sample matrix follows.~~

~~Appendix A contains the Bylaws outlining board responsibilities, how board business will be conducted, terms of board members, conflicts of interest, etc.~~

~~It is critical to have the right roles represented on the Board of Directors. The Board matrix below will be used as the current 5 member Founders Board adds new members.~~

TAB 10 BUSINESS ARRANGEMENTS AND PARTNERSHIPS, TERMINATION, CLOSURE PLAN ~~ADDITIONAL INFORMATION, PLAN FOR TERMINATION~~

Description of Business Arrangements and Partnerships, Including Lease Agreements

A number of business arrangements, partnerships and Lease agreements are described below and documented in Appendix E.

Since you appear to have gathered many letters (which is good) and all of them are in Appendix E, perhaps you could label them (in their individual references in this section and in the Appendices) as E1, E2, E3, E4, etc. for ease in finding them?

Preliminary discussions have been held with the BCSD as a potential authorizer regarding possible Memorandum of Understanding (MOU) for services such as transportation, special education, ELL, ESL, ~~professional development, accounting, pay roll,~~ school nutrition, etc. See letter from Dr. Lonnie Barber, Superintendent of Schools in **Appendix E.**

Since BCSD is no longer a potential authorizer, you should delete this. Also, are these discussions still ongoing since BCSD did not authorize you? If yes, just remove the highlighted language; if no, you should contact them and/or other possible providers and then update this section.

Preliminary discussion has occurred with Gooding School District Child Nutrition Services and the Blaine County School District for oversight on contracting with an outside provider for school lunch. See letter from Anji Baumann, Child Nutrition Director and Duane Sorensen, BCSD Child Nutrition Director in **Appendix E.**

Preliminary discussion has occurred with Sage International for accounting, payroll oversight. Once the school receives authorization, these MOU's will be developed and formalized. See letter from Don Keller in **Appendix E.**

SMS is in collaboration with the YMCA to offer collaborative after school programs. See letter from Jason Fry, CEO, Wood River YMCA in **Appendix E.**

Preliminary discussions have been held with Nurture Foundation to collaborate with SMS curriculum on farm, garden and sustainability. See letter from Amy Schlatter, Nurture Foundation Educator in **Appendix E.**

Preliminary discussions have been held with the Flourish Foundation See letter from Ryan Redman, President, Flourish Foundation in **Appendix E.** What would the Flourish Foundation be providing / what would that relationship be? You don't have to provide an extensive explanation, but the nature of the potential relationship should be clear in this section (without the reader having to flip to the appendices).

Pro bono legal assistance is being provided by Selim Star. See letter in **Appendix E.**

Discounted bus passes have been committed for SMS student use by Jason Miller, Director, Mountain Rides Transportation Authority. See letter in **Appendix E**. You should update your Transportation section in Tab 8 to reflect this (while also keeping it here).

The Woods Family and Kate Woods have pledged to donate the furnishings of The Mountain School to the new school. They have additionally offered to lease the school property on a short term basis if needed.

A commitment to conduct research on SMS's behalf has been committed by Boise State University, Department of Special Education and the Pesky Learning Center (PLC). See letter from Dr. Evelyn Johnson, Professor and PLC Director in **Appendix E**.

SMS is already ~~will become~~ a member of the Alliance for Public Waldorf Schools. ~~once authorization is finalized~~. This membership provides SMS access to professional development, networking, consulting, legal assistance and CCSS aligned curriculum and lesson plans. SMS has already benefitted from their assistance receiving numerous **Waldorf curriculum document aligned to assistance**. See email from Stephanie Skinner, Alliance for Public Waldorf Schools Administrative Coordinator in **Appendix E**. The highlighted area indicates a typographical / grammatical error.

SMS will follow the guidelines provided by two professional organizations, Waldorf Early Childhood Association of North America (WECAN) and Association of Waldorf Schools of North America (AWSNA) regarding the legal use of the term "Waldorf" in any school publications even though the legality of the "copyright" is inconclusive. See email from Will Stapp, Director of the Alliance for Public Waldorf Education in **Appendix E**. I'm assuming the strikethrough highlighted "SMS" is a typographical error; please correct.

Termination of the Charter Ref. Idaho Code § 33-5205(3)(u) & 5206(8)

Plan for Termination: It is the responsibility of the Board of SMS to maintain communications with the Authorized Chartering Entity regarding any changes, problems, or difficulties in the operations of the school. **The Authorized Chartering Entity and SMS will resolve disputes relating to provisions of the Charter following the procedures set forth in section 33-5209, Idaho Code, and the applicable rules of the Idaho State Board of Education and the Authorized Chartering Entity for notice of defect and submission of a corrective action plan.**

Copies of any complaints filed against SMS, including lawsuits, will be provided to the Authorized Chartering Entity within five (5) business days of receipt by SMSSMS.

You can remove the highlighted section above – if you'd like to keep the first part about resolving disputes that's fine (but not necessary), but please delete the references to the notice of defect and corrective action plan process, since it is no longer in statute.

Idaho is currently creating a Closure Framework (similar to Colorado's) which will be adopted and followed as outlined in closure framework / checklists provided by the authorizer (or the Idaho Public Charter School Commission). SMS will utilize other resources (NACSA, Colorado) as supplemental information. This section isn't clear the way it's written. We're looking for you to commit to working with us and following all closure and termination procedures as outlined in any closure framework or protocol adopted by the Idaho Public

Charter School Commission. You may also include a statement (if you would like) that SMS may use other national resources as recommended by the PCSC or deemed appropriate by the board.

In case of termination, the President of the Board of Directors will be responsible for the dissolution of Syringa Mountain School and will cooperate with the Public Charter School Commission. The board will follow all state and federal laws regarding the dissolution of a nonprofit corporation and arrange for the liquidation of assets dispersing of funds to the creditors. This paragraph conflicts with the statement (below) that the board will appoint a designee. Who will be in charge of termination- the Board President or a designee?

When the board determines that the school will be terminated, the board will appoint a designee or designees to execute the termination. The designee may or may not be a Board member or the Administrator. The designee will work under the direction of the President and will coordinate the dissolution of the school. The President of the Board will arrange for the sale of assets and will use the proceeds to pay creditors. Within the month after the determination to dissolve the school, the designee will contact the parents of past and present students of how to obtain school records and/or to which school the records should be sent. The designee will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where the records will be stored after dissolution. The designee will send the records to the school that parents have requested.

Under what circumstances would the designee not be a member of the board? How will the board ensure that the designee follows appropriate procedures and is in compliance with the law if he/she is not a board member? Please note, the closure / termination process should not be the responsibility of the Administrator or staff / employees (though they can certainly assist / be involved in the process).

Within two months after the determination to dissolve the school, the designee will send the remaining student records to parents for whom the school has mailing addresses. Any student records that are still left will be sent to the school district of the student's last known address if the school district is willing. Any remaining student records will be stored in a secure location for the legal limit required by an individual or organization to be determined by the board. SMS will maintain a Facebook page or similar page stating where remaining student records can be located how the remaining student records can be obtained.

I have concerns about the highlighted section (and other items in this paragraph). If there is no proof that the student is in that district and the parent / guardian has not requested that the records be sent there, how will the parent know to reach out to that district to get the records? I recommend that you identify a process for transferring records to new schools / districts and a process for storing any records that have not been transferred at the time of termination. Additionally, you Facebook (or similar) should not state where the records are located, since that could be a risk in terms of protecting them, but rather, should provide info about who parents should contact / how they should get them.

The designee will send personnel records to all former employees of the school within one

month after the final school year. The President of the Board will arrange for the sale of assets and will use the proceeds to pay creditors. The specific details of the dissolution are found in **Appendix S Dissolution.**

Any items bought with federal funds will be delivered to the Public Charter School Commission and will not be used to pay creditors. The remaining assets will be distributed to creditors pursuant to Idaho Code §§ 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be turned over to the Public Charter School Commission.

Dissolution

~~Dissolution of SMS Corporation will be conducted by SMS's Board and will follow the SMS Articles of Incorporation. The Board will establish a transition team, develop a closure plan, and assign roles. The team will establish a schedule for meetings and interim status reports.~~

~~In the event of dissolution of the school, all parents will be notified in writing. SMS will offer advice in the placing of students in alternate education settings. The Board, after seeking legal counsel, will facilitate the transition. Best practices will be followed in the eventuality of termination, using closing checklists provided by the National Alliance of Charter School Authorizers and/or Colorado Charter School Sample Closure Framework <http://www.ede.state.co.us/edechart/DistAuthInfo.asp>.~~

Payment of Creditors

~~The Corporation will pay or adequately provide for the debts and obligations of the Corporation, pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code.~~

Transfer of Student Records

~~In the event of dissolution of the school, all parents will be notified in writing. SMS will offer advice in the placing of students in alternate education settings. It will be the responsibility of the President of the Board to ensure that all student school records will be forwarded to the local school district or to the school where the student will be attending to ensure documents are stored/maintained indefinitely. Parents will be given instructions on how to request a transfer of student records to a specific school.~~

Disposal of Assets

~~Any items purchased with federal money will be turned over to the Authorizer for distribution. Any additional assets will be either distributed or sold to repay debts pursuant to Sections 30-3-114 and 30-3-115 of Idaho Code. Any remaining assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the Principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for public charitable or educational purposes.~~

Transfer of Personnel Records to the Employees

~~Personnel records will be mailed to employees at the address on file upon termination of the Charter.~~

Appendix C: Pre-Opening Requirements

Idaho Public Charter School Commission
Pre-Opening Requirements for Newly Approved Public Charter Schools

Requirement	Description	Submit To	Deadline	Notes
New Charter School Bootcamp	Attend training session with SDE; provide proof of attendance.	PCSC	May 31	The bootcamp will generally be held in March or April. Proof of attendance is due by May 31.
Pre-Opening Dashboard	Complete the dashboard; include in Pre-Opening Update materials.	PCSC	May 31	All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31.
Enrollment Report	Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials.	PCSC	May 31	
Facilities Report	Update the Facility Template; include in Pre-Opening Update materials.	PCSC	May 31	
Updated Pre-Opening Timeline	Update the Pre-Opening Timeline; include in Pre-Opening Update materials.	PCSC	May 31	
School Calendar	Prepare school calendar for SDE; provide copy for PCSC.	SDE, PCSC	May 31	
Charter School Advance Payment Request		SDE	June 1	
Advance Payment Request - Transportation		SDE	June 15	
Consolidated Federal and State Grant Application	If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE.	SDE	June 30	Not applicable for schools not intending to have a Title I program
Budget	Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC.	SDE, PCSC	July 15	
Updated 1 st Year Cash Flow	Update the 1 st Year Cash Flow based on the finalized budget.	PCSC	July 15	
Facilities Confirmation	Update the Facility Template for the school's confirmed facility and submit documentation.	PCSC	July 15	This final facilities update should demonstrate the school's ability to open per its proposed schedule.
Education Directory Updates		SDE	July 30	
School Policies – LEP & GT	Submit updated plans to provide services to Limited English Proficient (LEP / ELL) and Gifted and Talented (GT) students.	SDE, PCSC	July 31	Plans should be detailed and well-tailored to the school and its educational program.
Policy Manual	School should submit a draft policy manual that outlines critical policies and procedures for the board and school operations.	PCSC	July 31	
Special Education Assurances	Details available from the SDE and/or in the Charter School Special Ed Primer	SDE	Before 1 st day of instruction	
Final Board & Staff Roster	A final roster of board and staff with names, titles, and contact information should be submitted.	PCSC	August 31	

In addition to the above requirements, the school must submit applicable information / documents as outlined in the ID State Department of Education's Data Acquisition Calendar.

Appendix D: Articles of Incorporation and Bylaws

APPENDIX A Articles, Bylaws and Certificate of Assumed Business Name

A Certificate of Assumed Business Name has been filed. All documents will be officially changed to reflect the name Syringa Mountain School. The IRS approval of the 1023 Non-profit status for Syringa Mountain School is included.

2012 JUL 10 AM 8:51

SECRETARY OF STATE
STATE OF IDAHO
FILED EFFECTIVE

**ARTICLES OF INCORPORATION
OF
Wood River Waldorf Methods School,
A Public Charter School, Inc.**

Articles of Incorporation of the undersigned, all of whom are citizens of the United States, desiring to form a Non-Profit Corporation under the Non-Profit Corporation Law of Idaho, do hereby certify:

ARTICLE I

The name of the corporation shall be: Wood River Waldorf Methods School, A Public Charter School, Inc.

ARTICLE II

This corporation is organized exclusively for charitable, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code. Without limiting the powers the corporation may lawfully exercise, the corporation shall have the powers to receive, retain and expend funds from the governments of the United States of America, state and local governments, charitable or educational organizations (including foundations), private organizations, or individuals. The specific purpose for which this corporation is organized is the operation of a public charter school.

ARTICLE III

The street address of the registered office is 73 Pioneer View Drive, Hailey, Idaho 83333 and the registered agent at such address is: Dr. Mary Gervase

ARTICLE IV

The name(s) and address(es) of the current Directors are:

Name	Address
Dr. Mary Gervase	P.O. Box 300, Hailey, Idaho 83333 73 Pioneer View Drive, Hailey, Idaho 83333
Ben Rogers	118 Grace Drive, Hailey, ID 83333
Joy Higdon	517 N. First Ave, Hailey ID 83333

Wood River Waldorf Methods School Articles of Incorporation 1

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07/10/2012 05:40
CN: 1860 CT: 278213 BH: 1321387
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ARTICLE V

The name and address of one incorporator: Dr. Mary Gervase, P.O. Box 3531, Hailey, Idaho 83333 or 73 Pioneer View Drive, Hailey, Idaho 83333

ARTICLE VI

The mailing address of the corporation shall be: P.O. Box 3531, Hailey, Idaho 83333

ARTICLE VII

The corporation does have voting members.

ARTICLE VIII

No part of the net earnings of the corporation shall inure to the benefit of its incorporator, officers, directors, members, or any other private persons, except that the corporation shall be authorized to make payments and distributions in furtherance of the purposes set forth herein in Article Nine and in the Bylaws. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

ARTICLE X

In the event of dissolution or cessation of all activities, all assets remaining after payment of any outstanding liabilities shall be given to the Idaho Public Charter School Commission. Any such assets not disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purpose. Additionally, all records of students attending Wood River Waldorf Methods School will immediately be transferred to the students' school district of residence.

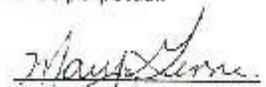
ARTICLE XI

The fiscal year of the corporation shall be July 1 through June 30.

ARTICLE XII

The duration of the corporation shall be perpetual.

Dated this 9th of July, 2012.


Dr. Mary Gervase, Incorporator
720-6327, 788-9729

ARTICLES OF INCORPORATION: BYLAWS

SMS, A Public Charter School, Inc. Doing Business As Syringa Mountain School.

Filed and approved by the Idaho Secretary of State 7/10/2012

Amended Articles will be filed upon approval by the Public Charter School Commission

ARTICLE I

OFFICES

Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the County of Blaine, State of Idaho, as the Board of Directors shall determine. The Board is granted full power and authority to change the principle office from one location to another within the County of Blaine, State of Idaho.

ARTICLE 2

PURPOSE

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- (a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code; or
- (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

ARTICLE 3

NO SHAREHOLDERS/PARENT MEMBERS/MEMBERS

Section 3.1 No Shareholders

The Corporation shall have no shareholders. Any action which would otherwise by law require approval by a majority of all shareholders shall require only approval of the Board. All rights, which would otherwise by law vest in the shareholders, shall vest in the Board.

Section 3.2 Qualifying Parent/ Parent Members/Members Associates

Nothing in the Article 3 shall be construed to limit the Corporation's right to recognize a "Qualifying Parent" as a Parent Member or Member of the Corporation. Parent Members or Members of the corporation may originate or take part in the discussion of any subject that may properly come before any meeting of the board, but may not vote except for election of Directors. The Corporations right to recognize and refer to it's Parent Members or Members shall not render anyone a shareholder within the meaning of Idaho Code 30-334 of the Act.

~~fer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act found in the Idaho Code.~~

Section 3.3 Founders and Admission Preference

For purposes of these Bylaws, a "Founder" is hereby defined as a person, including employees, parents, or staff of a public charter school, who has served for at least 9 months on the founders board or committees and has worked at least 100 hours on outside projects. The time on the founders board or committees and the hours on outside projects must be performed by the date of the first lottery. The Board of Directors of SMS will vote prior to the first lottery to identify qualified founders based on the criteria above.

3.4 For purposes of these Bylaws, a "Qualifying Parent" or Parent Member or Member is defined as a parent having a child or children enrolled in any charter school operated by the Corporation. As used herein, the term "parent" includes a person standing in parental relation to a child enrolled in the charter school, including a birth or adoptive parent, a foster parent, a legal guardian, or an adult family member a. who is caring for an enrolled child, b. with whom the child lives, and c. who is legally responsible for the child. The term does not include a person whose parent child relationship has been lawfully terminated or a person not entitled to possession of or access to a child under a court order.

ARTICLE 4

BOARD OF DIRECTORS

Section 4.1 Board of Directors

The Board shall consist of Directors elected or appointed for a three (3) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than nine (9) Directors. The function of the Board can be described as fiscal management, policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Initial terms: Directors appointed or elected in the first year of incorporation will serve terms as follows:

<u>Dr. Mary Gervase</u>	<u>1 year</u>
<u>Travis Scott</u>	<u>1 year (parent)</u>
<u>Joy Higdon Spencer</u>	<u>1 year</u>
<u>Phoebe Pilaro</u>	<u>2 years (parent)</u>
<u>Don Keller</u>	<u>2 years</u>
<u>Greg Bloomfield</u>	<u>3 years (parent)</u>
<u>Ben Rogers</u>	<u>3 years (parent)</u>

Section 4.2 Powers of the Board of Directors

The Board, as a board, shall have the full power and duty to manage and oversee the operation of the Corporation's business and to pledge the credit, assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the 'Public Charter Schools Act of 1998.' (I.C. § 33-5201 et. seq.).

Section 4.3 Election of Directors

(a) During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then-current Board or appointed in accordance with these bylaws.

(b) No more than four (4) ~~three (3)~~ Directors may be a parent with one or more children attending the Public Charter School.

(c) After the initial year of operation, ~~unless the Board deems it necessary to extend the election for an additional year,~~ Directors will be elected to fill vacancies on the Board by vote of Members of the Corporation at the Corporation's annual meeting.

(d) Voter Qualification: Except as provided herein, each Member may cast a vote for each Director elected at the annual meeting. In order to be qualified to vote, the Member must have at least one child enrolled at SMS as of the date of the Special meeting. If two or more members qualify as "parent" of an enrolled child, such Members shall be collectively entitled to cast one vote for each Director at the Special Meeting. Members with more than one child enrolled in SMS may only cast one vote for each Director regardless of the number of children they have enrolled. Prior to the casting of the votes, the President or Secretary of the Corporation shall verify the identity of the Members eligible to vote by requiring proof of identification in the form of a driver's license or other form of identification deemed satisfactory by the President or Secretary.

(e) Proxy: Members may vote either in person or by a proxy signed by such member and personally delivered to the President or Secretary prior to the start of the meeting. Such proxy shall be invalid if executed more than 300 days prior to the date of the meeting. Such proxy will be invalid if issued by a Member who is subject to a collective voting right shared with at least one other Member and one of the Members subject to the collective voting right attends the meeting and votes in person.

(f) Tabulation of votes: Voting shall be by secret ballot and shall be supervised by the President or Secretary of the Corporation. At the conclusion of the balloting, the President or Secretary of the Corporation shall count the votes prior to the adjournment of the meeting. At least 10% of the total number of qualifying votes must be cast at the Special Meeting in order to ratify an election of Directors. If less than 10% of the total number of qualifying votes is cast at the Special Meeting, the results shall be discarded and the Special Meeting shall be re-noticed as specified in Section 5.3 for a date not less than three (3) and not more than fourteen (14) days after the date of the Special Meeting at which an insufficient number of votes were cast.

(g) Ratification number: An affirmative vote of the majority of votes cast for each Director at the Special Meeting is sufficient to ratify the election of the Director. In the event that any candidate for ratification shall not receive the affirmative vote of majority of votes cast at the meeting for that candidate, such candidate's election shall not have been ratified. In such event, the President or Secretary of the Corporation shall communicate the results of the vote to the Board, and the Board shall, within ten (10) days thereafter, elect another candidate to serve as a Director of the Corporation. The election of such replacement candidate shall then be similarly subject to ratification in the same manner set forth above. In the event such replacement candidate fails to obtain ratification, the Board shall appoint yet another replacement candidate, whose election shall be deemed to be final, without further ratification vote.

Section 4.4 Term

- (a) Directors shall be elected or appointed to three (3) year terms of office except for the first year of incorporation, where seats will be staggered as listed above in 4.1.
- (b) Each Director shall serve until the Members, at the annual meeting of the Corporation, duly elects his/her successor.

Section 4.5 Resignation and Removal

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Director may be removed without cause by a majority of the Directors then in office.

Section 4.6 Vacancies

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- (b) The Board may declare vacant the office of any Director who has been convicted of a felony, or has been found to have breached any duty arising under Section 30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any calendar year.
- (c) Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.
- (d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until the next annual meeting of the Corporation.
- (e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 4.7 Oath of Directors

An oath of office shall be administered to each Director, whether elected, re-elected or appointed. The oath may be administered by the Secretary or by a Director of the charter school. The records of the charter school shall show such oath of office to have been taken, by whom the oath was administered and shall be filed with the official records of the charter school. The Director is required to take his/her oath within ten (10) days after the Director has notice of his/her election or appointment, or within fifteen (15) days from the commencement of his/her term of office, whichever comes first. Before any Director elected or appointed enters upon the duties of his/her office, he/she must take the following oath:

I do solemnly swear (or affirm, if re-elected) that I will support the Constitution of the United States, and the Constitution of the State of Idaho, and that I will faithfully discharge the duties of Director of the SMS Public Charter School according to the best of my ability.

Section 4.8 Charter Board Code of Ethics

Upon election/appointment, or within fifteen (15) days from the commencement of his/her term of office, whichever comes first, the Director will sign the Charter Board Code of Ethics. A file of signed Code of Ethics will be kept in the office of the Board Secretary or his/her designee.

Section 4.9 Compensation

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The Corporation shall carry liability insurance covering the Corporation's business in an amount to be established by the Board.

Section 4.10 Employees

The Board shall have the power to hire employees of the Corporation either on an at-will basis or via a written contract whose duties shall be specified by the Board.

Section 4.9 Voting

Voting by the Board shall be in person or by proxy vote. Tie votes will be broken by the Chairman of the Board.

Section 4.10 Quorum

No business shall be transacted at any meeting of the Board unless a quorum of the members is present. A majority of the full membership of the Board shall constitute a quorum. A majority of the quorum may pass a resolution.

Section 4.11 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

Section 4.12 Committees

The Board may create one (1) or more committees of the Board and appoint members of the Board to serve on them. Each committee shall have one (1) or more Board members on it, who serve at the pleasure of the Board. The creation of a committee and appointment of members to it shall be by a majority vote of the Board members then in office. Once the task has been accomplished for which the committee was formed it shall be dissolved. A committee of the Board may not 1) authorize distributions; 2) pledge or transfer assets; 3) elect, appoint or remove directors; and 4) adopt, amend or repeal the articles of incorporation or bylaws. Each committee may keep minutes of its proceedings and shall report periodically to the Board. Committees shall report to the full Board regularly at Board meetings and any recommendations from committees shall be reviewed by the Board, discussed and voted on as needed.

Section 4.13 Validity of Instruments

Any note, mortgage, evidence of indebtedness, contract, deed, conveyance or other written instrument and any assignment or endorsement thereof executed or entered into between the corporation and any other person, shall be valid and binding on the corporation when signed by the Chairman of the corporation. Any such instruments may be signed by any other Director(s) and in such manner and from time to time shall be determined by the Board and, unless so authorized by the Board, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement, to pledge its credit, or to render it liable for any purpose or amount.

ARTICLE 5

BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be the principal office of the Corporation in the County of Blaine, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of Directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year on the second ~~Monday~~ Tuesday of August, if not a legal holiday, and if a legal holiday, then on the day following, at 7:00 o'clock p.m. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter pursuant to these Bylaws.

Section 5.3 Regular Meetings

Regular meetings of the Directors of the Corporation will be scheduled for the second Tuesday of each month.

Section 5.4 Special Meetings

Special meetings may be called by the Chairman or by any two (2) Directors of the Board and held at any time.

Section 5.5 Meetings Open to the Public

Except as provided herein, all meetings shall be open to the public and all persons shall be permitted to attend any meeting.

Section 5.6 Telecommunications Devices at Meetings

All meetings may be conducted using telecommunications devices which enable all Directors of the Corporation participating in the meeting to communicate with each other. Such devices may include, but are not limited to, telephone or video conferencing devices or other similar communications equipment. Participation of Directors through telecommunications devices shall constitute presence in person by such Director at the meeting; provided, however, that at least one (1) member of the Directors of the Corporation or the chief administrative officer of the Corporation shall be physically present at the location designated in the meeting notice to ensure that the public may attend such meeting in person and that the communications among Directors of the Corporation are audible to the public attending the meeting in person and other the Directors of the Corporation.

Section 5.6 Meeting Agendas

A forty-eight (48) hour agenda notice shall be required in advance of each regular meeting; however, additional agenda items may be added up to and including the hour of the meeting, provided that a good faith effort was made to include in the notice all agenda items known at the time to be probable items of discussion. The agenda for any Board meeting shall be prepared by the Board's

Secretary or under direction from the Board Secretary. Items submitted by the Board Chair or at least two (2) board members shall be placed on the agenda along with committee reports, and all other corporate business. Anyone associated with the Syringa Mountain School may also suggest inclusions on the agenda. Such suggestions must be received by the Board Secretary at least four (4) days before the Board meeting, unless of immediate importance. Individuals who wish to be placed on the Board meeting agenda must also notify the Board Secretary, in writing, of the request. The request must include the reason for the appearance. A twenty-four (24) hour meeting agenda shall be required in advance of a special meeting unless an emergency exists. An emergency is defined as any situation involving injury or damage to persons or property, or immediate financial loss, or the likelihood of such injury, damage or loss. The notice requirements for a special meeting shall be suspended if such notice is impracticable, or would increase the likelihood or severity of such injury, damage or loss. In the event that a special meeting is held based upon emergency purposes, the reason for the emergency must be stated at the outset of the meeting.

Section 5.7 Notice of Meeting

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be by written or printed notice of the same posted at the Charter School. The Board Secretary may email or physically deliver the agenda and meeting notice to Board members. No special meeting shall be held without at least a twenty-four (24) hour meeting notice unless an emergency exists. The notice for a special meeting shall include at a minimum the meeting date, time, place and name of the Charter School calling for the meeting.

Section 5.8 Meeting Minutes

The Directors of the Corporation shall provide for the taking of written minutes of all its meetings. However, neither a full transcript nor a recording of the meeting shall be required. All minutes shall be available to the public within a reasonable time after the meeting on the school website, and shall include at least the following information: (a) All members of the Directors of the Corporation present; (b) All motions, resolutions, orders, or ordinances proposed and their disposition; (c) The results of all votes, and upon the request of a member, the vote of each member, by name.

Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

Unofficial minutes shall be delivered to Directors in advance of the next regularly scheduled meeting of the Board with the agenda for the next Board meeting. Minutes need not be read publicly, provided that Directors have had an opportunity to review them before adoption. A file of permanent minutes of Board meetings shall be maintained in the office of the Board Secretary or his/her designate, to be made available within a reasonable period of time after a meeting for inspection upon written request.

Section 5.9 Executive Sessions

“Executive session” means any meeting or part of a meeting which is closed to any persons for deliberation on certain matters. An executive session may be held by the Directors of the Corporation for any of the reasons specified in Title 67, Chapter 23 of the Idaho Code. In order to convene into a duly authorized executive session all of the following must occur: 1) the Chairman, acting Chairman or Vice Chairman of the Board of the Corporation must move for holding of an executive session; 2) two-thirds (2/3) of the Directors of the Corporation present must vote in favor of holding of such executive session; and 3) said vote must be recorded in the minutes of the meeting showing the individual vote of each Director present. No executive session may be held for the purpose of taking any final action or making any final decision. Unless otherwise allowed by law, no Director of the Corporation may disclose the content of an executive session to an outside source.

Section 5.9 Consent Agenda

To expedite business at a Board meeting, the Board approves the use of a consent agenda, which includes those items considered to be routine in nature. Any item which appears on the consent agenda may be removed by any Director. Any Director who wishes to remove an item from the consent agenda shall give advance notice in a timely manner to the Secretary of the Board. The remaining items will be voted on by a single motion. The approved motion will be recorded in the minutes, including a listing of all items appearing on the consent agenda.

Section 5.10 Meeting Conduct and Order of Business

General rules of parliamentary procedure are used for every Board meeting. Robert’s Rules of Order may be used as a guide at any meeting. The order of business shall be reflected on the agenda. Voting shall be by acclamation or show of hands.

Section 5.11 Other Provisions of the Open Meeting Law

Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provision of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

ARTICLE 6

OFFICERS AND DUTIES

Section 6.1 Officers

The Officers of the Corporation shall be Chair of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Board and serve at the pleasure of the Board for a term of one (1) year when their respective successor shall be elected. Individual Officers of the Corporation, have no authority over school affairs, except as provided by law or as authorized by the Board.

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board. The Chairman of the Board shall sign all papers and documents as required by law and as authorized by action of the Board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

(a) The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information about all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporation's Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses.

(b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

(a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member.

(b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and of the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 6.6 Removal

Any Officer may be removed, for cause, by a majority of the Directors then in office.

Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE 7

CHARTER SCHOOL POLICY

Section 7.1 Adoption and Amendment of Policies

The adoption of new policies and the revision and amending of existing policies shall be the sole responsibility of the Board of Directors. All policies shall conform to local, state, and federal laws as well as to the rules and regulations of the Idaho Department of Education. Proposed new policies and proposed changes in existing policies shall be presented in writing for reading and

discussion at a regular or special Board meeting. Such proposals may be referred to the Superintendent or Chief Administrative Officer for detailed study as needed prior to Board action on the proposal. The Board encourages the Superintendent or Chief Administrative Officer to contact other experts to have potential Board policy researched. Interested parties, including any Board member, citizen, or employee of the Board may submit views, present data or arguments, orally or in writing, in support of or in opposition to proposed policy. Any written statement by a person relative to a proposed policy or amendment should be directed to the Board Secretary prior to the second reading.

Proposed new policies and proposed changes in existing policies shall undergo a minimum of two (2) readings in the following manner:

1. At a regular or special Board meeting the proposed new or amended policy shall be presented in writing for reading and discussion.
2. The final vote for adoption shall take place not earlier than at the second reading of the particular policy. Although approval of a new or amended policy requires a minimum of two (2) readings, temporary approval may be granted by the Board in lieu of formal policy to meet emergency conditions or special events which will take place before formal action can be taken.

All new or amended policies shall become effective upon adoption, unless a specific effective date is provided in the motion for adoption. Policies as adopted or amended shall be made a part of the minutes of the meeting at which action was taken, and shall also be included in the Charter School's policy manual. Policies of the Charter School shall be reviewed annually by the Board.

Section 7.2 Administration in Absence of Policy

In cases where action must be taken before the next Board meeting and where the Board has provided no policies or guides for administrative actions, the Superintendent or Chief Administrative Officer shall have to power to act. His/her decisions, however, shall be subject to review by action of the Board at its next regular meeting. In addition, it shall be the duty of the Superintendent or Chief Administrative Officer to inform the Board of such action and the need for policy.

Section 7.3 Suspension of Policies

Under circumstances which require a waiver of a policy, the policy may be suspended by a majority vote of the members present. In order to suspend a policy, all Directors must have received written notice of the meeting which included a proposal to suspend the policies with an explanation of the purpose of such proposed suspension. If such a proposal is not made in writing in advance of the meeting, the policies may only be suspended by a unanimous vote of all Directors present.

Section 7.4 Policy Manuals

The Superintendent or Chief Administrative Officer shall develop and maintain a current policy manual which contains the policies of the Charter School. Each administrator, as well as staff, students and other residents, shall have ready access to the manual. All policy manuals distributed to anyone shall remain the property of the Charter School and shall be subject to recall or revision at any time.

Section 7.5 Administrative Procedures

The Superintendent or Chief Administrative Officer shall develop such administrative procedures as are necessary to ensure consistent implementation of policies adopted by the Board. When a written procedure is developed, the Superintendent or Chief Administrative Officer shall submit it to the Board as an information item. Such procedures need not be approved by the Board, though they may be revised when it appears that they are not consistent with the Board's intentions as expressed in its policies. On controversial topics, the Superintendent or Chief Administrative Officer may request prior Board approval.

ARTICLE 8

PUBLIC RECORDS REQUESTS

Section 8.1 Records Available to Public

Every person has the right to examine and take a copy of any Charter School record at all reasonable times. All Charter School records except those restricted by state and federal law shall be available to citizens for inspection at the office of the Superintendent or Chief Administrative Officer or at a place designated by the Superintendent or Chief Administrative Officer.

Section 8.2 Written Records Request Required

All persons or entities requesting records must make a written request which includes the person or entity's name, mailing address and telephone number.

Section 8.3 Copying Fee Schedule

The copying fee schedule of the Charter School is as follows:

- a) Copies of public records —10¢ per page and any media such as CDs, DVDs or over-sized items at cost;
- b) In addition to the costs set forth above, the Charter School will charge for the actual labor costs associated with locating and copying documents if:
 - (1) The request is for more than 100 pages of records;

(2) The request includes non-public information that must be redacted from the public records; and/or (3) The labor associated with locating and copying the records exceeds two (2) hours. The advance payment of the cost of copying and the actual labor costs associated with locating and copying documents if the request meets the criteria above is required. However, the Charter School shall not charge any cost or fee for copies or labor when the requester demonstrates either: (i) the inability to pay; or (ii) that the public's interest or the public's understanding of the operations or activities of government or its records would suffer by the assessment or collection of any fee.

Section 8.3 Response to Request for Examination of Public Records

The Charter School shall either grant or deny a person's written request to examine or copy public records within three (3) working days of the date of the receipt of a request for public records. If a longer period of time is needed to locate or retrieve the records, the Charter School shall notify the person requesting the records of the same and provide the records to such person not later than ten (10) working days following the request. If the Charter School fails to respond within ten (10) working days after the requested is submitted, the request shall be deemed to be denied.

If the Charter School denies a person or entity's request to examine or copy records or denies in part and grants in part the request to examine and/or copy the records, the person legally responsible for administering the Charter School shall notify the person or entity in writing of the denial or partial denial of the request for the public record. In addition, the notice of denial or partial denial shall state that the attorney for the Charter School has reviewed the request or shall state that the Charter School has had an opportunity to consult with an attorney regarding the request for examination or copying of a record and has chosen not to do so. The notice of denial or partial denial shall also indicate the statutory authority for the denial and clearly indicate the right to appeal the denial or partial denial and the time periods for doing so.

Section 8.4 Other Provisions of the Public Writings Law

Pursuant to Title 33 Chapter 52 of the Idaho Code, all other provision of Title 9, Chapter 3 of the Idaho Code shall be applicable to a request for public records in the same manner that a traditional school and the boards of school trustees are subject to those provisions.

ARTICLE 9

CONFLICTS OF INTEREST

Section 9.1 Direct or Indirect Pecuniary Interests

No Director shall have a pecuniary interest directly or indirectly in any contract or other transaction pertaining to the maintenance or conduct of the authorized chartering entity or charter school.

Section 9.2 Contracts Involving a Person Related to a Director within the Second Degree

The Board of Directors may accept and award contracts involving the public charter school to businesses in which the Director or a person related to him by blood or marriage within the second degree has a direct or indirect interest, provided that the procedures set out in Idaho Code §§ 18-1361 or 18-1361A are determined by legal counsel for the Board to be not applicable or followed.

Section 9.3 Contracts Involving the Spouse of a Director

Unless it is determined by legal counsel for the Board to be proper and except as provided in Idaho Code §§ 18-1361 or 18-1361A, the Board of Directors of any public charter school shall not enter into or execute any contract with the spouse of any member of such Board, the terms of which said contract require, or will require, the payment or delivery of any public charter school funds, moneys or property to such spouse. Any opinion from the Board's legal counsel shall be in writing.

Section 9.3 Consideration of Employment Involving a Person Related to a Director or a Director's Spouse within the Second Degree

When any relative of any Director or relative of the spouse of a Director related by affinity or consanguinity within the second degree is to be considered for employment in a public charter school, such Director shall abstain from voting in the election of such relative, and shall be absent from the meeting while such employment is being considered and determined.

ARTICLE 10

FISCAL AFFAIRS

Section 10.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1st to June 30th.

ARTICLE 11

NOTICES

Section 11.1 Manner of Giving Notice

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by statute, the Articles of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 11.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

ARTICLE 12 DISSOLUTION

Section 12.1 Dissolution

Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets upon corporation, Idaho Nonprofit Corporation Act 30-3-113 (f)(ii) states its assets may be transferred to those persons whom the corporation holds itself out as benefiting or servicing. The asset would be held in public trust until it could be put to same or similar charitable use, by a nonprofit corporation which is organized and operated exclusively for educational purposes and which has established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board.

ARTICLE 13 AMENDMENTS

Section 13.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them and shall not take effect until approved by the Authorizer. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicating the place or page where the amendment or repeal may be found.

CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Syringa Mountain School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws, constitute the Bylaws of such corporation.

IN WITNESS WHEREOF, I have signed my name to this Certificate on

**ARTICLE 13
AMENDMENTS**

Section 13.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them and shall not take effect until copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made therein indicating the place or page where the amendment or repeal may be found.

CERTIFICATE OF BYLAWS

I certify that I am the initial agent of Wood River Waldorf Methods School, Inc., an Idaho Nonprofit Corporation, and that the foregoing Bylaws, constitute the Bylaws of such corporation.

IN WITNESS WHEREOF, I have signed my name to this Certificate on

M. Kelly _____ 9/30/12 (date)



Appendix E: Board Roster

Syringa Mountain School
October 10, 2013

Board Member Name	Office	Term	Email	Phone
Dr. Mary Gervase	Chair/Secretary	1 year-August 2013-2014	marymgervase@yahoo.com	208-788-9729
Benjamin Rogers	Finance Committee Chair	3 years-August 2013-2016	ben@tseme.com	208-471-0061
Phoebe Pilaro	Fundraising Committee Chair	2 years-August 2013-2015	pipilaro@earthlink.net	208-309-0255
Don Keller	Member Finance Committee	1 year-August 2013-2014	Mr.keller@sageinternationalschool.org	208-995-0302
Greg Bloomfield	Site Committee Chair	3 years-August 2013-2016	gregb@woodriverinsurance.com	208-720-0250
Travis Scott	Member Site Committee	1 year-August 2013-2014	mrtwscott@gmail.com	208-720-8784
Laurie Wertich	Member and Marketing/PR Chair	2 years-August 2013-2015	lauriewertich@gmail.com	208-559-3308

Appendix F: School Performance Framework

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Syringa Mountain School

Year Opened: 2014 Operating Term: 7/1/14 - 6/30/17 Date Executed: 10/10/2013

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on [date] and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY

		Result (Stars)	Points Possible			Points Earned
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to the existing state grading or rating systems?					
	Exceeds Standard: School received five stars on the Star Rating System	5	25			
	Meets Standard: School received three or four stars on the Star Rating System	4	20			
	Does Not Meet Standard: School received two stars on the Star Rating System	3	15			
	Falls Far Below Standard: School received one star on the Star Rating System	2	0			
		1	0			0.00
Notes						

		Result	Points Possible			Points Earned
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?					
	Exceeds Standard: School was identified as a "Reward" school.	Reward	25			
	Meets Standard: School does not have a designation.	None	15			
	Does Not Meet Standard: School was identified as a "Focus" school.	Focus	0			
	Falls Far Below Standard: School was identified as a "Priority" school.	Priority	0			
						0.00
Notes						

INDICATOR 2: STUDENT ACADEMIC PROFICIENCY

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations?						
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
						0.00	
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations?						
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
						0.00	
Notes							

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
			38-56	18	65-89	25	0.00
			20-37	18	41-64	24	0.00
			0-19	19	1-40	40	0.00
							0.00
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
			51-75	25	70-84	15	0.00
			26-50	25	50-69	20	0.00
			0-25	25	1-49	49	0.00
							0.00
Notes							
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
			51-75	25	70-84	15	0.00
			26-50	25	50-69	20	0.00
			0-25	25	1-49	49	0.00
							0.00
Notes							
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade? Exceeds Standard: At least 85% of students are making adequate academic growth. Meets Standard: Between 70-84% of students are making adequate academic growth. Does Not Meet Standard: Between 50-69% of students are making adequate academic growth. Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
			51-75	25	70-84	15	0.00
			26-50	25	50-69	20	0.00
			0-25	25	1-49	49	0.00
							0.00
Notes							

SYRINGA MOUNTAIN SCHOOL --- ACADEMIC FRAMEWORK

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0.00
Notes							0.00
<hr/>							
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0.00
Notes							0.00
<hr/>							
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0.00
Notes							0.00
<hr/>							
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?						
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0.00
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0.00
	Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0.00
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0.00
Notes							0.00

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework Notes	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned			
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0	0.00			
Measure 4b1 College Entrance Exam Results Notes	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	0.00			
Measure 4b2 College Entrance Exam Results Notes	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0	0.00			
Measure 4c Graduation Rate Notes	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0.00
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0.00
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-26	13	71-80	10	0.00
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0.00

MISSION-SPECIFIC GOALS																				
Measure 1	Are the school's teachers effective?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>150</td> <td></td> </tr> <tr> <td></td> <td>125</td> <td></td> </tr> <tr> <td></td> <td>65</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;"><hr style="width: 100px; margin: 0 auto;"/>0</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		150			125			65			0				<hr style="width: 100px; margin: 0 auto;"/> 0
Result	Points Possible	Points Earned																		
	150																			
	125																			
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		<hr style="width: 100px; margin: 0 auto;"/> 0																		
<p>Exceeds Standard: 80% to 100% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.</p> <p>Meets Standard: 55% to 79% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.</p> <p>Does Not Meet Standard: 40% to 54% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.</p> <p>Falls Far Below Standard: Less than 40% of students gave favorable responses on the Tripod survey regarding their teachers' effectiveness in implementing the 7Cs of Effective Teaching.</p>																				
<p>Notes</p> <p>The Tripod Project® has been working with schools, districts, and states for a decade researching how students experience teaching and learning in the classroom. Since 2009 Cambridge Education and the Tripod Project have been involved in the Measures of Effective Teaching (MET) Project, a large scale research project supported by the Bill and Melinda Gates Foundation, developing and vetting student perception surveys. Of significance, the MET Project found that there was a valid link between student achievement and student survey results, and that survey results are a stable, reliable measure. "Favorable responses" on the survey are responses of 4 or 5 on the 5-point scale.</p> <p>Due to the large expense associated with administration of the survey, SMS will not administer the survey or report results to the PCSC annually. At a minimum, the survey will be administered in the year preceding a renewal decision. Results will be reported by the school to the PCSC by October 1 of that same year.</p>																				
Measure 2	Is the school engaging its upper elementary students in learning?	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>150</td> <td></td> </tr> <tr> <td></td> <td>125</td> <td></td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		150			125										
Result	Points Possible	Points Earned																		
	150																			
	125																			
<p>Exceeds Standard: 80% to 100% of 3rd - 5th grade students demonstrated engagement in learning based on favorable responses on the Student Engagement questions in the Tripod survey.</p> <p>Meets Standard: 55% to 79% of 3rd - 5th grade students demonstrated engagement in learning based on favorable responses on the Student Engagement questions in the Tripod survey.</p>																				

SYRINGA MOUNTAIN SCHOOL --- MISSION-SPECIFIC FRAMEWORK

Does Not Meet Standard: 40% to 54% of 3rd - 5th grade students demonstrated engagement in learning based on favorable responses on the Student Engagement questions in the Tripod survey.

65

Falls Far Below Standard: Less than 40% of 3rd - 5th grade students demonstrated engagement in learning based on favorable responses on the Student Engagement questions in the Tripod survey.

0

0

Notes Results will be reported by the school to the PCSC by October 1 of each year.

Measure 3 Is the school helping early elementary students to feel happy about their school experience?

Result	Points Possible	Points Earned
--------	-----------------	---------------

Exceeds Standard: 80% to 100% of 1-2nd grade students demonstrated happiness with their school experience at SMS based on their responses on the Happiness questions in the Tripod survey.

150

Meets Standard: 55% to 79% of 1-2nd grade students demonstrated happiness with their school experience at SMS based on their responses on the Happiness questions in the Tripod survey.

125

Does Not Meet Standard: 40% to 54% of 1-2nd grade students demonstrated happiness with their school experience at SMS based on their responses on the Happiness questions in the Tripod survey.

65

Falls Far Below Standard: Less than 40% of 1-2nd grade students demonstrated happiness with their school experience at SMS based on their responses on the Happiness questions in the Tripod survey.

0

0

Notes Due to the large expense associated with administration of the survey, SMS will not administer the survey or report results to the PCSC annually. At a minimum, the survey will be administered in the year preceding a renewal decision. Results will be reported by the school to the PCSC by October 1 of that same year.

SYRINGA MOUNTAIN SCHOOL --- MISSION-SPECIFIC FRAMEWORK

Measure 4	Does the school climate reflect a positive and supportive learning environment?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: 80% to 100% of 3rd-5th grade students felt that the school's learning environment was positive and supportive based on their responses on the School Climate section of the Tripod survey.</p>		150	
	<p>Meets Standard: 55% to 79% of 3rd-5th grade students felt that the school's learning environment was positive and supportive based on their responses on the School Climate section of the Tripod survey.</p>		125	
	<p>Does Not Meet Standard: 40% to 54% of 3rd-5th grade students felt that the school's learning environment was positive and supportive based on their responses on the School Climate section of the Tripod survey.</p>		60	
	<p>Falls Far Below Standard: Less than 40% of 3rd-5th grade students felt that the school's learning environment was positive and supportive based on their responses on the School Climate section of the Tripod survey.</p>		0	
				<hr/> 0
Notes	<p>Due to the large expense associated with administration of the survey, SMS will not administer the survey or report results to the PCSC annually. At a minimum, the survey will be administered in the year preceding a renewal decision. Results will be reported by the school to the PCSC by October 1 of that same year.</p>			

INDICATOR 1: EDUCATIONAL PROGRAM			
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible Points Earned
	<p>Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.</p> <p>Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.</p>	25 0	<hr/> 0.00
	Notes		
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible Points Earned
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	25 15 0	<hr/> 0.00
	Notes		
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible Points Earned
	<p>Exceeds 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 provision 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 the school's facility and program; appropriate use of all available, applicable funding.</p> <p>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 identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>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 the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	25 15 0	<hr/> 0.00
	Notes		

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	Exceeds 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 of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	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, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	Exceeds 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 the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or 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 failure to comply with applicable laws, rules, regulations, and 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	
Notes				0.00
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	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 opinion; an audit devoid of significant findings and conditions, material weaknesses, 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	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00

GOVERNANCE AND REPORTING		Result	Points Possible	Points Earned
Measure 3a Governance Requirements	Is the school complying with governance requirements?			
	Exceeds 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; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or 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, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to:		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance		15	
	regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. 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 the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification 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, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes			<hr/> 0.00	
<hr/>				
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. 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 employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes			<hr/> 0.00	
<hr/>				
Measure 4d Background Checks	Is the school completing required background checks?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. 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 background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes			<hr/> 0.00	

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. 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 the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related 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, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 5c Information Handling	Is the school handling information appropriately?			
	Exceeds 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 and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or 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, and 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	
Notes				0.00

ADDITIONAL OBLIGATIONS		Result	Points Possible	Points Earned
Measure 6a Additional Obligations	<p>Is the school complying with all other obligations?</p> <p>Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p>		25	
	<p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated here; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		0	
Notes				<hr/> 0.00

INDICATOR 1: NEAR-TERM MEASURES			25
Measure 1a Current Ratio 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). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i> Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative. Falls Far Below Standard: Current ratio is less than or equal to 0.9.	Result 50 10 0	Points Possible 50 10 0	Points Earned <hr/> 0.00
Notes			
Measure 1b Unrestricted Days Cash Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365) Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i> Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative. Falls Far Below Standard: Fewer than 15 Days Cash.	Result 50 10 0	Points Possible 50 10 0	Points Earned <hr/> 0.00
Notes			
Measure 1c Enrollment Variance Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year. Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year. Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.	Result 50 30 0	Points Possible 50 30 0	Points Earned <hr/> 0.00
Notes			
Measure 1d Default Default Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments. Does Not Meet Standard: Not applicable Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.	Result 50 0	Points Possible 50 0	Points Earned <hr/> 0.00
Notes			

INDICATOR 2: SUSTAINABILITY MEASURES																				
<p>Measure 2a Total Margin and Aggregated 3-Year Total Margin</p>	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>10</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			10			0				0.00			
Result	Points Possible	Points Earned																		
	50																			
	10																			
	0																			
		0.00																		
Notes																				
<p>Measure 2b Debt to Asset Ratio</p>	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			30			0				0.00			
Result	Points Possible	Points Earned																		
	50																			
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Notes																				
<p>Measure 2c Cash Flow</p>	<p>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</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>30</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		0			50			30			0				0.00
Result	Points Possible	Points Earned																		
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Notes																				
<p>Measure 2d Debt Service Coverage Ratio</p>	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	<table border="1"> <thead> <tr> <th>Result</th> <th>Points Possible</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td></td> <td>50</td> <td></td> </tr> <tr> <td></td> <td>0</td> <td></td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">0.00</td> </tr> </tbody> </table>	Result	Points Possible	Points Earned		50			0				0.00						
Result	Points Possible	Points Earned																		
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SYRINGA MOUNTAIN SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	2%	0.00	25	1%	0.00
	1b	25	2%	0.00	25	1%	0.00
Proficiency	2a	75	5%	0.00	75	4%	0.00
	2b	75	5%	0.00	75	4%	0.00
	2c	75	5%	0.00	75	4%	0.00
Growth	3a	100	7%	0.00	100	6%	0.00
	3b	100	7%	0.00	100	6%	0.00
	3c	100	7%	0.00	100	6%	0.00
	3d	75	5%	0.00	75	4%	0.00
	3e	75	5%	0.00	75	4%	0.00
	3f	75	5%	0.00	75	4%	0.00
	3g	100	7%	0.00	100	6%	0.00
College & Career Readiness	4a				50	3%	0.00
	4b1 / 4b2				50	3%	0.00
	4c				50	3%	0.00
Total Possible Academic Points		900			1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				0.00			0.00
% of Possible Academic Points for This School				0.00%			0.00%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Teacher Effectiveness	1	150	10%	0.00			
Student Engagement	2	150	10%	0.00			
Young Learner Happiness w/ School	3	150	10%	0.00			
School Climate	4	150	10%	0.00			
Total Possible Mission-Specific Points		600	40%		700	40%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			0.00%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		1500			1750		
TOTAL POINTS RECEIVED				0.00			0.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				0.00%			0.00%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	0.00
	1b	25	6%	0.00
	1c	25	6%	0.00
	1d	25	6%	0.00
Financial Management & Oversight	2a	25	6%	0.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	0.00
	3b	25	6%	0.00
Students & Employees	4a	25	6%	0.00
	4b	25	6%	0.00
	4c	25	6%	0.00
	4d	25	6%	0.00
School Environment	5a	25	6%	0.00
	5b	25	6%	0.00
	5c	25	6%	0.00
Additional Obligations	6a	25	6%	0.00
TOTAL OPERATIONAL POINTS		400	100%	0.00
% OF POSSIBLE OPERATIONAL POINTS				0.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	0.00
	1b	50	13%	0.00
	1c	50	13%	0.00
	1d	50	13%	0.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	0.00
	2c	50	13%	0.00
	2d	50	13%	0.00
TOTAL FINANCIAL POINTS		400	100%	0.00
% OF POSSIBLE FINANCIAL POINTS				0.00%

SYRINGA MOUNTAIN SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
<p>Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.</p>	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
<p>Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.</p>	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
<p>Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.</p>	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
<p>Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.</p>	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

Appendix G: Authorizer Policies

Section I: (Reserved for General Governing Policies & Procedures)

Section II: Oversight Policies and Procedures (Adopted June 13, 2013)

A. Submission of Meeting Materials

1. **Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than thirty (30) days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
2. **Fiscal Materials Deadline:** Updated materials related to fiscal information specifically requested by PCSC staff must be received by the PCSC office no later than 8:00 a.m. three (3) business days prior to a regular meeting date. This provision notwithstanding, fiscal information must also be provided in accordance with the 30-day deadline.
3. **Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 48 hours prior to the meeting time. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
4. **Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Word or Adobe PDF. Materials submitted in hard copy or as more than ten (10) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.
5. **Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.
6. **Audio/Visual Presentations:** Audio/visual presentation files must be submitted one (1) week prior to a regular meeting or 48 hours prior to a special meeting. Such files must be submitted to the PCSC office via electronic mail, web-based file-sharing services, or portable data storage device, and will be made available to presenters at the meeting site using PCSC computer and projection equipment.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

1. Petition Consideration Timeline

- a. The PCSC shall consider new charter school petitions on a timeline in compliance with I.C. § 33-5205.
- b. New charter petitions shall be considered only at regularly scheduled PCSC meetings.
- c. The PCSC shall hold an initial hearing to consider the merits of the petition held within 75 days after a petition is “considered received” as defined in IDAPA 08.03.01.300.04.

2. Standards for Petition Approval

- a. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.
- b. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.2.a of this policy.
- c. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.
- d. The PCSC may approve a new charter petition contingent upon minor, specific revisions that the petitioners are directed to make to PCSC staff’s satisfaction. The PCSC’s written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC’s contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC’s next regularly scheduled meeting.

3. Petition Evaluation Process

- a. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) files, one comprising the body of the petition and the other the combined appendices. The body of the petition must be submitted in Microsoft Word format.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

- b. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.
- c. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section II.A.1 of this policy.
 - i. Revised petitions shall show all changes in legislative format (see [The Idaho Rule Writer's Manual](#), section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "show changes" feature in Word shall not be considered an acceptable substitute for legislative format.
 - ii. Revised petitions shall clearly show the submission date of the revision on the title page.
 - iii. Petition revisions shall be submitted in accordance with Section II.B.3.a of this policy. The entire petition, including appendices, must be submitted with each revision.
 - iv. Petition revisions submitted out of compliance with this section shall be returned to the petitioners without further review.
 - v. Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.
 - vi. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.
- d. The most recent, complete petition revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the meeting materials submission deadline will be the version provided to the PCSC.
- e. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.
- f. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the petition is excluded from this provision.

Section II: Oversight Policies and Procedures

B. New Charter Petitions

3. Petition Evaluation Process

- g. If, at the initial hearing, a decision regarding a petition is delayed, one (1) revision will be accepted by PCSC staff prior to the second PCSC hearing. If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.

C. Proposed Charter or Performance Certificate Amendments

1. Proposed Charter or Performance Certificate Amendment Consideration Timeline

- a. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.
 - i. Proposed amendments, other than those deemed appropriate for administrative approval per item (c.) of this section, must be submitted according to the meeting materials deadlines outlined in II.A.
- b. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.
- c. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

2. Standards for Charter Amendment Approval

- a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.
 - i. In order to receive a staff recommendation for approval, a proposed charter amendment must score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER). The PER will be available to charter holders in advance of amendment submission.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

2. Standards for Charter Amendment Approval

- ii. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the proposed charter amendment, but such indicators shall not overrule Section II.C.2.b.i of this policy.
- b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

3. Proposed Charter or Performance Certificate Amendment Process

- a. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.
- b. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.
- c. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. The charter or excerpt(s) thereof must be submitted in Microsoft Word format.
- d. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show changes" feature shall not be considered an acceptable substitute for legislative format.
- e. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.
- f. The most recent, complete revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be the version provided to the PCSC.

Section II: Oversight Policies and Procedures

C. Proposed Charter or Performance Certificate Amendments

3. Proposed Charter or Performance Certificate Amendment Process

- g. The revision provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of that revision. The charter holder will also be provided with the updated PER or evaluation document results.
- h. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.

4. PCSC Decisions Regarding Proposed Charter or Performance Certificate Amendments

- a. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.

Appendix H: Enrollment Policy

SYRINGA MOUNTAIN SCHOOL BOARD POLICIES

Policy Title	ENROLLMENT/ADMISSION PROCEDURES	Adoption Date: October 3, 2013
		Policy Number 500

203.ADMISSION PROCEDURES adopted from *IDAHO ADMINISTRATIVE CODE IDAPA 08.02.04 State Board of Education Rules Governing Public Charter Schools*

01. Model Admission Procedures. In accordance with Section 33-5205(3)(i), Idaho Code, a petition to establish a new public charter school must describe the admission procedures to be utilized by the public charter school. All public charter schools must have an admission procedure approved by their authorized chartering entity, which complies with Section 203 of this rule. In order to ensure that public charter schools utilize a fair and equitable selection process for initial admission to and enrollment in a public charter school, as well as admission to and enrollment in a public charter school during subsequent school years, the Board has approved model admission procedures that may be utilized and adopted by petitioners. The approved model admission procedures are described in Subsections 203.03 through 203.12 of these rules. Petitioners are not required to adopt the Board's model admission procedures, but must demonstrate a reason for varying from the Board's approved procedures. (6-20-13)T

02. Enrollment Opportunities. Section 33-5205(3)(s), Idaho Code, requires petitioners to describe the process by which the citizens in the area of attendance shall be made aware of the enrollment opportunities of the public charter school. Petitioners shall ensure that such process includes the dissemination of enrollment information, taking into consideration the language demographics of the attendance area, at least three (3) months in advance of the enrollment deadline established by the public charter school each year, to be posted in highly visible and prominent locations within the area of attendance of the public charter school. In addition, petitioners shall ensure that such process includes the dissemination of press release or public service announcements, to media outlets that broadcast within, or disseminate printed publications within, the area of attendance of the public charter school; petitioners must ensure that such announcements are broadcast or published by such media outlets on not less than three (3) occasions, beginning not later than fourteen (14) days prior to the enrollment deadline each year. Finally, such 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. (4-11-06)

03. Enrollment Deadline. Each year a public charter school shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend the public charter school for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated as required by Subsection 203.02. (4-11-06)

SYRINGA MOUNTAIN SCHOOL BOARD POLICIES

04. Requests for Admission. A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend a public charter school. In the case of a family with more than one (1) child seeking to attend a public charter school, a single written request for admission must be submitted on behalf of all siblings. The written request for admission must be submitted to, and received by, the public charter school at which admission is sought on or before the enrollment deadline established by the public charter school. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of the public charter school is insufficient to enroll all prospective students, then an equitable selection process, such as a lottery or other random method, shall be utilized to determine which prospective students will be admitted to the public charter school, as described in Subsection 203.09 of this rule. Only those written requests for admission submitted on behalf of prospective students that are received prior to the enrollment deadline established by the public charter school shall be permitted in the equitable selection process. Only written requests for admission shall be considered by the public charter school. Written requests for admission received after the established enrollment deadline will be added to the bottom of the waiting list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application must go to the bottom of the sibling list. (4-11-06)

05. Admission Preferences. A public charter school shall establish an admission preference for students residing in the attendance area of the public charter school, as provided in Section 33-5206, Idaho Code. In addition, a public charter school may establish additional admission preferences, as authorized by Section 33- 5205(3)(i), Idaho Code. (6-20-13)T

06. Proposed Attendance List for Lottery. Each year the public charter school shall create an attendance list containing the names of all prospective students on whose behalf a written request for admission was timely received by the public charter school, separated by grade level. In addition, the proposed attendance list shall contain columns next to the name of each student, in which the public charter school will designate admission preferences applicable to each prospective student. The columns shall be designated "A" for returning student preference; "B" for founders preference; "C" for sibling preference, with a corresponding cross-reference to each of the siblings of the prospective student; and "D" for attendance area preference. (4-11-06)

07. Equitable Selection Process. If the initial capacity of a public charter school is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then the public charter school shall determine the students who will be offered admission to the public charter school by conducting a fair and equitable selection process. The selection procedure shall be conducted as follows: (4-11-06)

- a. The name of each prospective student on the proposed attendance list shall be individually affixed to or written on a three by five (3 x 5) inch index card. The index cards shall be separated by grade. The selection procedure shall be conducted one (1) grade level at a time, with the order for each grade level selected randomly. The index cards containing the names of the

SYRINGA MOUNTAIN SCHOOL BOARD POLICIES

prospective students for the grade level being selected shall be placed into a single container. (4-11-06)

b. A neutral, third party shall draw the grade level to be completed first and then draw each index card from the container for that grade level, and such person shall write the selection number on each index card as drawn, beginning with the numeral “1” and continuing sequentially thereafter. In addition, after selecting each index card, the name of the person selected will be compared to the proposed attendance list to determine whether any preferences are applicable to such person. (4-11-06)

c. If the name of the person selected is a returning student, then the letter “A” shall be written on such index card. If the name of the person selected is the child of a founder, the letter “B” shall be written on such index card. If the name of the person selected is the sibling of another student that has already been selected for admission to the public charter school, then the letter “C” shall be written on such index card. If the name of the person selected resides in the attendance area of the public charter school, then the letter “D” shall be written on such index card. (4-11-06)

d. With regard to the sibling preference, if the name of the person selected has a sibling who has already been selected, but the person previously selected did not have the letter “C” written on his or her index card (because a sibling had not been selected for admission prior to the selection of the index card of that person), then the letter “C” shall now be written on that person’s index card at this time. (4-4-13)

e. With regard to the founder’s preference, a running tally shall be kept during the course of the selection procedure of the number of index cards, in the aggregate, that have been marked with the letter “B.” When the number of index cards marked with the letter “B” equals ten percent (10%) of the proposed capacity of the public charter school for the school year at issue, then no additional index cards shall be marked with the letter “B,” even if such person selected would otherwise be eligible for the founders preference. (4-11-06)

f. After all index cards have been selected for each grade, then the index cards shall be sorted for each grade level in accordance with the following procedure. All index cards with the letter “A” shall be sorted first, based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “B,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “C,” based on the chronological order of the selection number written on each index card; followed by all index cards with the letter “D,” based on the chronological order of the selection number written on each index card; followed, finally, by all index cards containing no letters, based on the chronological order of the selection number written on each index card. (4-11-06)

g. After the index cards have been drawn and sorted for all grade levels, the names shall be transferred by grade level, and in such order as preferences apply, to the final selection list. (4-11-06)

SYRINGA MOUNTAIN SCHOOL BOARD POLICIES

08. Final Selection List. The names of the persons in highest order on the final selection list shall have the highest priority for admission to the public charter school in that grade, and shall be offered admission to the public charter school in such grade until all seats for that grade are filled. (4-11-06)

09. Notification and Acceptance Process. (4-11-06)

a. With respect to students selected for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send an offer letter to the parent, guardian, or other person who submitted a written request for admission on behalf of a student, advising such person that the student has been selected for admission to the public charter school. The offer letter must be signed by such student's parent, or guardian, and returned to the public charter school by the date designated in such offer letter by the public charter school. (4-11-06)

b. With respect to a prospective student not eligible for admission to the public charter school, within seven (7) days after conducting the selection process, the public charter school shall send a letter to the parent, guardian, or other person who submitted a request for admission on behalf of such student, advising such person that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available. (4-11-06)

c. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to timely sign and return such offer by the date designated in such offer letter by the public charter school, then the name of such student will be stricken from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the final selection list. (4-11-06)

d. If a student withdraws from the public charter school during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list. (4-11-06)

10. Subsequent School Years. The final selection list for a given school year shall not roll over to the next subsequent school year. If the capacity of the public charter school is insufficient to enroll all prospective students during the next subsequent school year, then a new equitable selection process shall be conducted by the public charter school for such school year. (4-11-06)

Appendix I: Public Charter School Closure Protocol



CLOSURE PROTOCOL

August 2013

Background

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

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

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

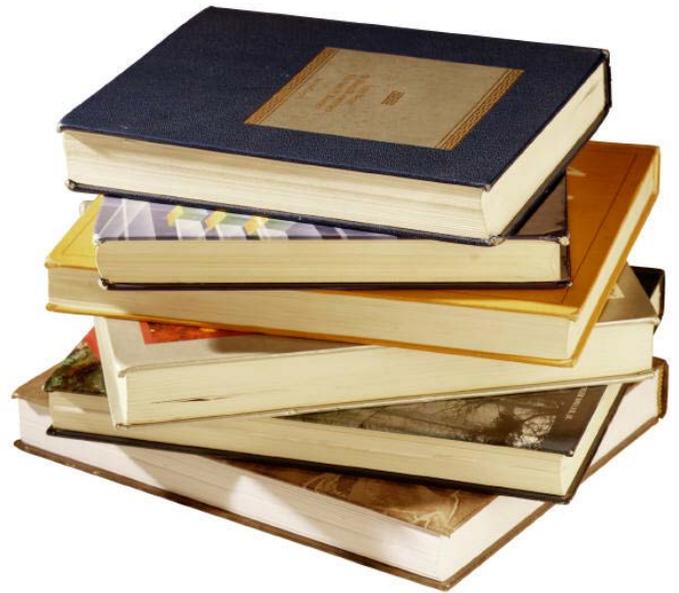
1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).
2. Colorado Charter School Institute Closure Project Plan (2010).
3. *Charter Renewal*. Charter Schools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

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

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

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Introduction

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

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

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

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

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

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

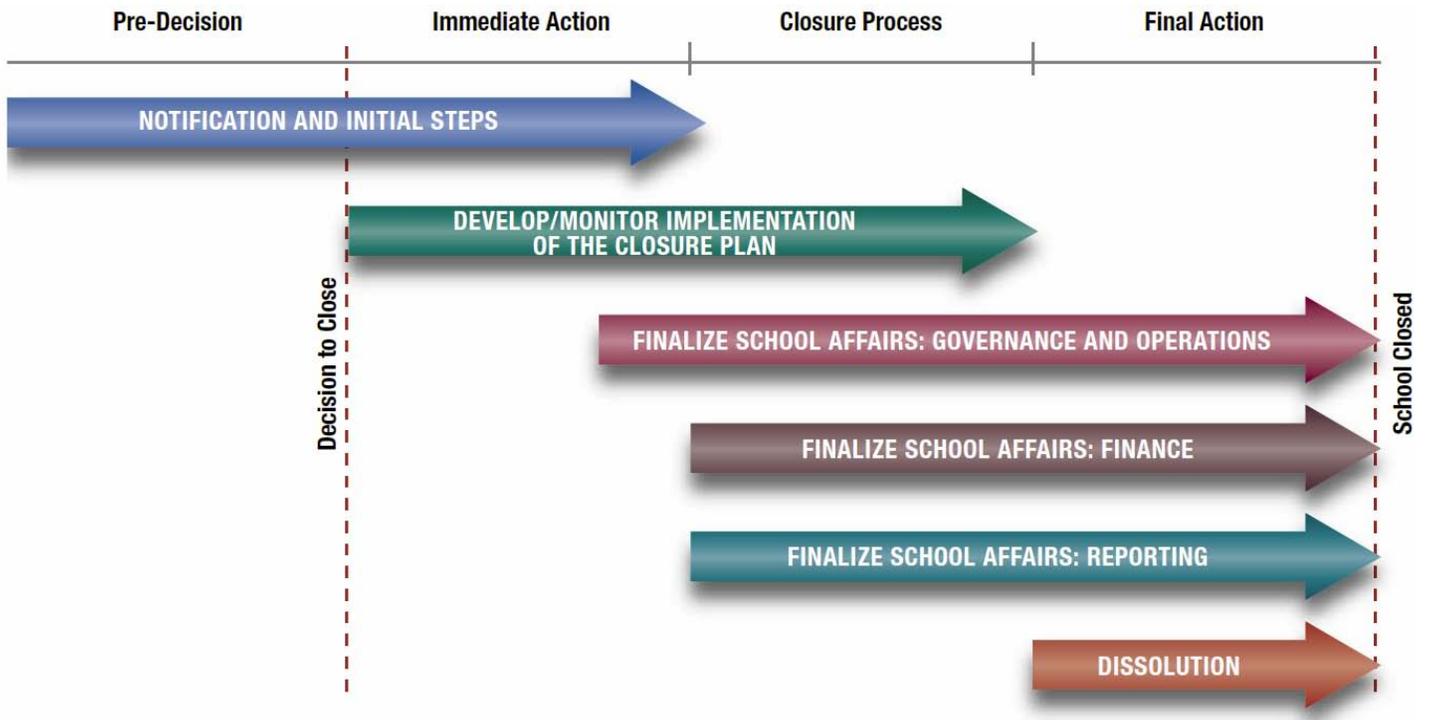
Endnotes

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

² I.C. § 33-5212

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

A Conceptual Timeline for Closure



Notification and Initial Steps

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

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

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

Finalize School Affairs: Governance and Operations

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

Finalize School Affairs: Governance and Operations (continued)

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

Finalize School Affairs: Finance

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

Finalize School Affairs: Reporting

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

Dissolution

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

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

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

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

Appendix J: Enrollment Capacity Growth Table

Syringa Mountain School
October 10, 2013

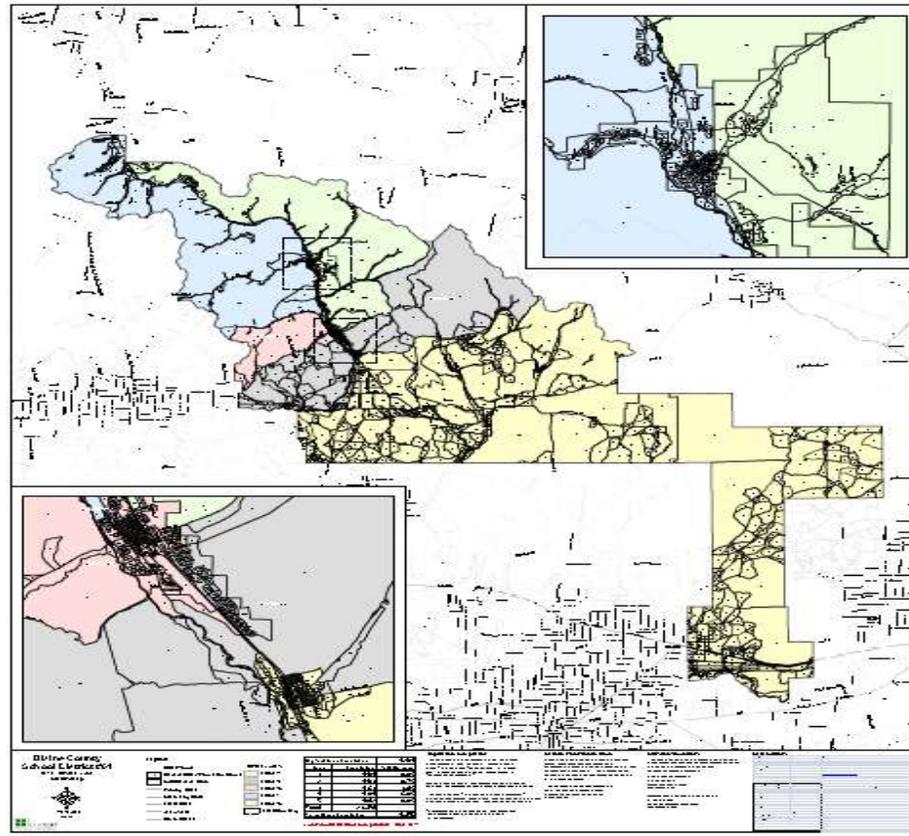
Expected enrollment and growth (maximum numbers per grade)

Year:	1	2	3	4	5	6	7	8	9
K (half-day)	20	20	20	20	20	20	20	20	20
K (full-day)	20	20	20	20	20	20	20	20	20
1st Grade	30	30	30	30	30	30	30	30	30
1st Grade		30	30	30	30	30	30	30	30
2nd Grade	30	30	30	30	30	30	30	30	30
2nd Grade			30	30	30	30	30	30	30
3rd Grade	30	30	30	30	30	30	30	30	30
3rd Grade				30	30	30	30	30	30
4th Grade	30	30	30	30	30	30	30	30	30
4th Grade					30	30	30	30	30
5th Grade	30	30	30	30	30	30	30	30	30
5th Grade						30	30	30	30
6th Grade		30	30	30	30	30	30	30	30
6th Grade							30	30	30
7th Grade			30	30	30	30	30	30	30
7th Grade								30	30
8th Grade				30	30	30	30	30	30
8 th Grade									30
Total	190	250	310	370	400	430	460	490	520

Appendix K: Attendance Area Map

APPENDIX J

Primary attendance area and neighborhood school boundaries



Map can be accessed at the BCSD Website http://www.blaineschools.org/District/Board/Zone_Map.aspx

Primary Attendance Area for Blaine County School District 61