CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 19th day of November, 2020, by and between Kimberly School District (the "Authorizer"), and RISE Charter 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, on Sept 17, 2020 the Authorizer received a petition to request the creation of a new charter school referred to RISE Charter School; and

WHEREAS, on October 1, 2020 the Authorizer approved the charter petition (the "Charter").

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

A. **Establishment of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the establishment of the School on the terms and conditions set forth in this Charter School Performance Certificate (the "Certificate"). The approved Charter is attached to this Certificate as Appendix C.

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 B. 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 2021. 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 21 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 November 19, 2020, and shall

continue through June 30, 2026 unless earlier terminated as provided herein. In addition to the five-year term of operations, the performance certificate term includes a pre-opening period. The school will be open to students starting the 2021-2022 school year.

SECTION 2: SCHOOL GOVERNANCE

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

B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The School shall notify the Authorizer of any modification to the Articles or Bylaws within five (5) business days of approval by the Charter Board.

C. **Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

A. **School Mission.** The mission of the School is as follows: RISE Charter School empowers lifelong learners with deep cognitive development through relevant self-directed exploration, collaboration, and personal responsibility.

B. **Grades Served.** The School may serve students in grades 4-12.

C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

- **R**elevant-Learners will find value and purpose in what they are taught and discover. Cross subject integration and real-world applicability will enhance independent, personalized inquiry.
- **I**nnovative-With focus on a design thinking approach, students will be encouraged to explore new ideas, engage in information gathering, and test possible solutions.
- **S**elf-Directed-Students will use feedback to monitor and direct their own learning, based on their interests and strengths.
- **E**xploratory-Curriculum and pedagogy will encourage students to examine and investigate the relationships between existing knowledge and unfamiliar content and concepts.

- Teaching through projects.
- Fostering lifelong learning habits.
- Mentoring students.

D. **Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students. Additionally, the NWEA MAP test will be administered to RISE students each fall and spring.

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

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

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

B. **Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix B. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

C. **Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually at the Kimberly School District July Board meeting.

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, 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 Academic and 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 to evaluate the school's compliance with legal requirements and professional standards. 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 Authorizer may conduct an annual site visit of the Charter School and the school shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, in such site visits. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. In addition to annual site visits, the Authorizer may conduct an unannounced site visit at any time if the Authorizer has reasonable concern regarding the health and safety of the School. After a site visit, either scheduled or unannounced, the Authorizer may issue a report describing its findings from the site visit and the Charter School shall have an opportunity to provide a written response to the report. If the report includes recommendations for action by the Authorizer, 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, except that the Authorizer may act upon recommendations with fewer than fourteen (14) days notice if the Authorizer determines there is an imminent risk to the health and safety individuals at the school. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

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

SECTION 5: SCHOOL OPERATIONS

A. **In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.

B. **Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 450. 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.

C. **School Facilities.** Location: 141 Center St Kimberly, Idaho 83341. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

D. **Attendance Area.** The School's primary attendance area is Kimberly School District.

E. **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.

F. **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 C.

B. **Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

C. **Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 of each year.

D. **Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

A. **Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided as appropriate by the closure protocol attached as Appendix B.

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.

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, 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 to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol as appropriate established attached as Appendix D.

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

E. **Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

A. **No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.

B. **Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.

C. **No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.

D. **Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF. the Authorizer and the School have executed this Performance Certificate to be effective November 19, 2020..

[redacted]

Chairman RISE Charter School Board

[redacted]

Chairman Kimberly School Board

Appendix A: Pre-Opening Requirements
Appendix B: Public Charter School Closure Protocol
Appendix C: Performance Framework
Appendix D: Charter

Appendix A: Pre – Opening Requirements

New School Pre-Opening Requirements

The following items must be collected by Kimberly School District for the school's files.	
ITEM	**COLLECTION BY KSD**
Performance Certificate Executed	
Bylaws Executed	
Articles of Incorporation	
Conflict of Interest and/or Code of Ethics Statement	
Facility Lease or Mortgage Executed	
Annual Board Approved Budget	
501c3 Approval Letter	
Org Chart	
Completion of Pre-Opening Board Training and Operational Year 1 Development Plan	
Board Member and School Leader Contact Information	
MOU between School and District	
Full scope of compliant school policies adopted and accessible	

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

Printed Name and Title of Authorized Charter School Representative

Signature Date

Printed Name of KSD Representative

Signature Date

Appendix B: Closure Protocols

IDAHO PUBLIC CHARTER SCHOOL COMMISSION



CLOSURE PROTOCOL

August 2013

Background

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

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

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

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

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

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

Table of Contents

Introduction. 4

A Conceptual Timeline for Closure 5

Notification and Initial Steps..... 6

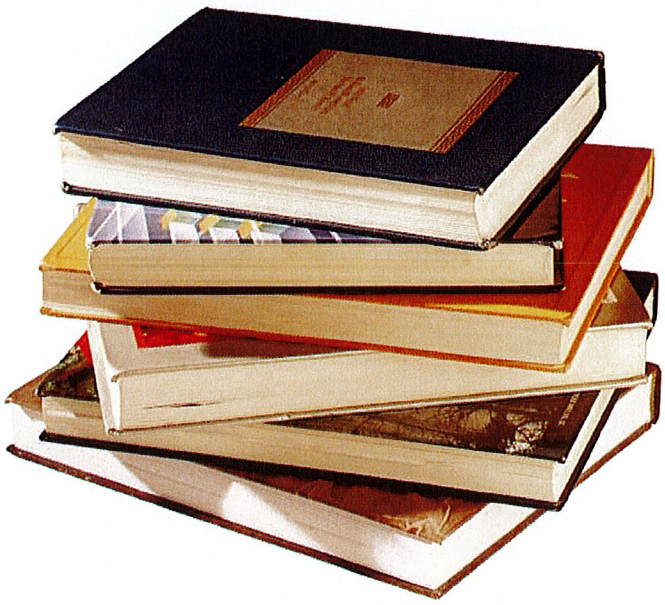
Develop / Monitor Implementation
of the Closure Plan..... 8

Finalize School Affairs: Governance
and Operations 9

Finalize School Affairs: Finance..... 11

Finalize School Affairs: Reporting 12

Dissolution 13



Introduction

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

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

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

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

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

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

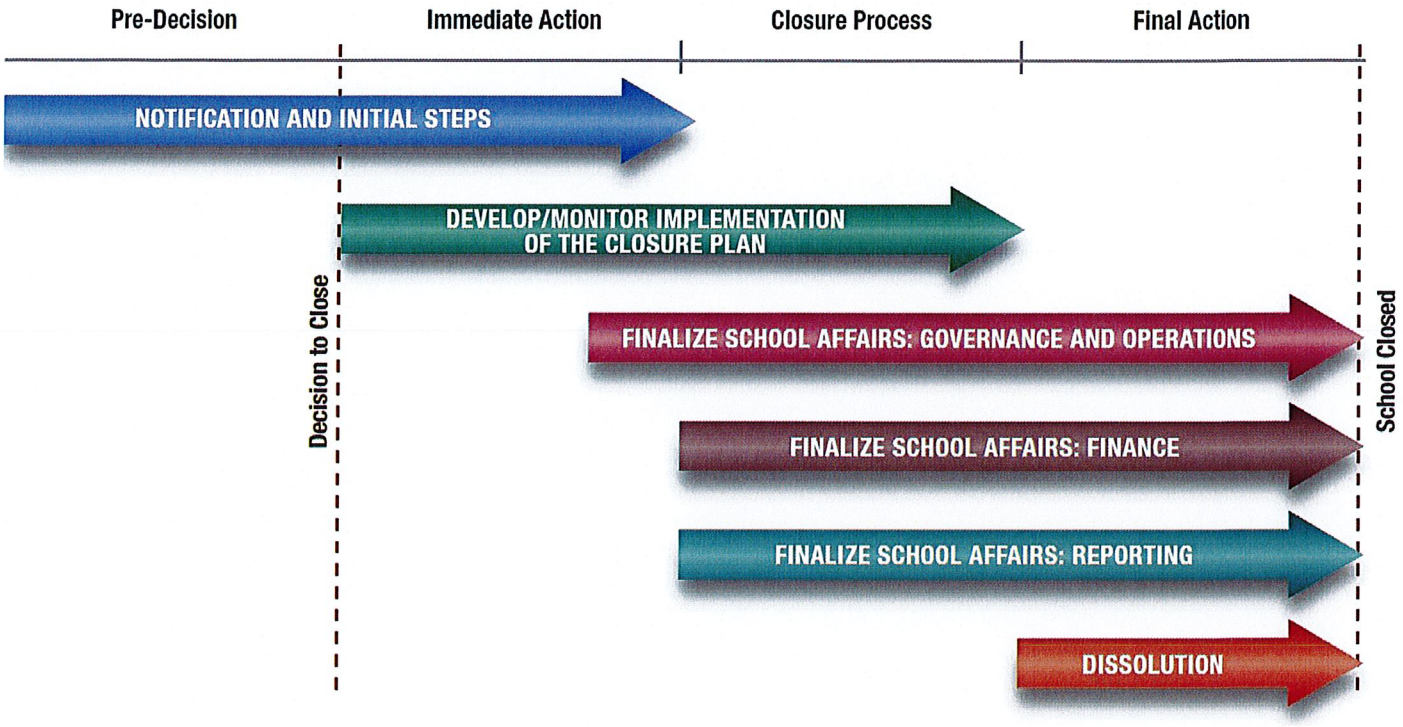
Endnotes

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

[2] I.C. § 33-5212

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

A Conceptual Timeline for Closure



Notification and Initial Steps

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

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

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Establish Transition Team, Develop Closure Plan, and Assign Roles 1. Contact appropriate entities to establish a transition team, including: • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.	School, PCSC, SDE			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state.	School			
Submit Final Closure Report Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.	School			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including business services will end.	School			
Notify Contractors and Terminate Contracts 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed.	School			
Notify Employees and Benefit Providers 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs.	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain and Organize Records 1. Maintain all corporate records related to: • Loans, bonds, mortgages and other financing. • Contracts. • Leases. • Assets and their sale, redistribution, etc. • Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. • Governance (minutes, bylaws, policies). • Accounting/audit, taxes and tax status, etc. • Employees (background checks, personnel files). • Employee benefit programs and benefits. • Any other items listed in the closure plan. 2. Determine where records will be stored after dissolution.	School			
Transfer Student Records and Testing Material 1. Ensure that all student records are organized and complete 2. Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: • Individual Education Programs (IEPs) and all records regardingspecial education and supplemental services. • Student health / immunization records. • Attendance record. • Any testing materials required to be maintained by the school. • Student transcripts and report cards. • All other student records. 3. Document the transfer of records to include: • Date of transfer (for each individual student file transferred). • Signature and printed name of the charter school representative releasing the records. • Name and contact information of the receiver's representative. • The total number and percentage of general and special education records transferred.	School			
Inventory Assets and Prepare Federal Items for Pick-up 1. Inventory school assets, and identify items: • Loaned from other entities. • Encumbered by the terms of a contingent gift, grant or donation, or a security interest. • Belonging to the EMO/CMO, if applicable, or other contractors. • Purchased with federal grants or funds (i.e. Charter Start grant) ➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. 2. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. 3. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. ➢ Boxes should be packed, closed, taped, and *clearly* labeled with name(s) and/or number(s) corresponding to the inventory. ➢ PCSC walk-though must be scheduled in advance and must be at least 2 days prior to the scheduled move day. ➢ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.	School, PCSC			

Finalize School Affairs: Finance

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

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer.	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government.	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report	School, PCSC			

Dissolution

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

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

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

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

PERFORMANCE FRAMEWORK

RISE Charter School Scorecard
Academic Year

Academic Performance Indicators	Measure	Points Possible	Points Earned
State Proficiency Comparison	1a	40	
	1b	40	
District Proficiency Comparison	2a	40	
	2b	40	
Student Growth	3a	40	
	3b	40	
State College and Career Readiness Benchmark Comparison	4a	40	
District College and Career Readiness Benchmark Comparison	4b	40	
Charter Graduation Rate	5a	40	
CCR Courses, Internship Participation	6a	40	
Total Academic Points		400	
Percent of Academic Points			

Operational Performance Indicators	Measure	Points Possible	Points Earned
Educational Program	1a	25	
	1b	25	
	1c	25	
	1d	25	
Financial Management	2a	25	
	2b	25	
	2c	25	
Governance and Reporting	3a	25	
	3b	25	
	3c	25	
	3d	25	
	3e	25	
	3f	25	
School Environment	4a	25	
	4b	25	
Other Obligations	5a	25	
Total Operational Points		400	
Percent of Operational Points			

Financial Performance Indicators	Measure	Points Possible	Points Earned
Unrestricted Days Cash	1a	100	
Default	1b	100	
Multi Year Cash Flow	2a	100	
Contingency Fund	3a	100	
Total Financial Points		400	
Percent of Financial Points			

Accountability Designation - Based on percent of points earned	
Honor	75%-100%
Good Standing	55%-74%
Remediation	31%-54%
Critical	0%-30%

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

Performance Indicator Rubric

Academic

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

Measure 1a	Do math proficiency rates meet or exceed the state average?	Pts Possible	Earned Pts
	Exceeds Standard: The school's proficiency rate in math exceeds the state average by more than 5 percentage points.	40	
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 5% percentage points.	30	
	Approaches Standard: The school's proficiency rate in Math is lower than the state average by 5 or less percentage points.	10	
	Does Not Meet Standard: The school's proficiency rate in math is more than 5 percentage points lower than the state average	0	
	The state average will be determined using the same grade set as is served by the public charter school.		

Measure 1b	Do ELA proficiency rates meet or exceed the state average?	Pts Possible	Earned Pts
	Exceeds Standard: The school's proficiency rate in ELA exceeds the state average by more than 5 percentage points.	40	
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 5% percentage points.	30	
	Approaches Standard: The school's proficiency rate in ELA is lower than the state average by 5 or less percentage points.	10	
	Does Not Meet Standard: The school's proficiency rate in ELA is more than 5 percentage points lower than the state average	0	
	The state average will be determined using the same grade set as is served by the public charter school.		

Measure 2a	Do math proficiency rates meet or exceed the district average?	Pts Possible	Earned Pts
	Exceeds Standard: The school's proficiency rate in math exceeds the district average by more than 5 percentage points.	40	
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 5% percentage points.	30	
	Approaches Standard: The school's proficiency rate in Math is lower than the district average by 5 or less percentage points.	10	
	Does Not Meet Standard: The school's proficiency rate in math is more than 5 percentage points lower than the district average	0	
	The state average will be determined using the same grade set as is served by the public charter school.		

Measure 2b	Do ELA proficiency rates meet or exceed the district average?	Pts Possible	Earned Pts
	Exceeds Standard: The school's proficiency rate in ELA exceeds the district average by more than 5 percentage points.	40	
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 5% percentage points.	30	
	Approaches Standard: The school's proficiency rate in ELA is lower than the district average by 5 or less percentage points.	10	
	Does Not Meet Standard: The school's proficiency rate in ELA is more than 5 percentage points lower than the district average	0	
	The state average will be determined using the same grade set as is served by the public charter school.		

Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Pts Possible	Earned Pts
	Exceeds Standard: At least 85% of students are making adequate academic growth in math.	40	
	Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.	30	
	Approaches Standard: Between 50% and 69% of students are making adequate academic growth in math.	10	
	Does Not Meet Standard: Fewer than 50% of students are making adequate academic growth in math.	0	

Measure 3b	Are students making adequate academic growth to achieve ELA proficiency within 3 years or by 10th grade?	Pts Possible	Earned Pts
	Exceeds Standard: At least 85% of students are making adequate academic growth in ELA.	40	
	Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.	30	
	Approaches Standard: Between 50% and 69% of students are making adequate academic growth in ELA.	10	
	Does Not Meet Standard: Fewer than 50% of students are making adequate academic growth in ELA.	0	

Measure 4a	Do College and career readiness (CCR) benchmark rates meet or exceed state rates?	Pts Possible	Earned Pts
	Exceeds Standard: The school's percent of students meeting CCR benchmarks exceeds the state by more than 5 perecentage points.	40	
	Meets Standard: The school's percent of students meeting CCR benchmarks meets or exceeds the state by 5 perecentage points.	30	
	Approaches Standard: The school's percent of students meeting CCR benchmarks is lower than the state by 5 or less perecentage points.	10	
	Does Not Meet Standard: The school's percent of students meeting CCR benchmarks is lower than the state by more than 5 perecentage points.	0	

Measure 4b	Do College and career readiness (CCR) benchmark rates meet or exceed district rates?	Pts Possible	Earned Pts
	Exceeds Standard: The school's percent of students meeting CCR benchmarks exceeds the state by more than 5 perecentage points.	40	
	Meets Standard: The school's percent of students meeting CCR benchmarks meets or exceeds the district by 5 perecentage points.	30	
	Approaches Standard: The school's percent of students meeting CCR benchmarks is lower than the district by 5 or less perecentage points.	10	
	Does Not Meet Standard: The school's percent of students meeting CCR benchmarks is lower than the district by more than 5 perecentage points.	0	

Measure 5a	Is RISE's graduation rate 95%?	Pts Possible	Earned Pts
	Exceeds Standard: RISE's graduation rate is above 95%.	40	
	Meets Standard: RISE's graduation rate is 95%.	30	
	Approaches Standard: RISE's graduation rate is 90-94%.	10	
	Does Not Meet Standard: RISE's graduation rate is less than 90%.	0	

Measure 6a	Do 100% of RISE students participate in CCR courses or internships?	Pts Possible	Earned Pts
	Exceeds Standard: 100% of RISE students take CCR courses and complete an internship.	40	
	Meets Standard: 100% of RISE students take CCR courses or complete an internship.	30	
	Appraoches Standard: 90-99% of RISE students take CCR courses or complete an internship.	10	
	Does Not Meet Standard: Less than 90% of RISE students take CCR courses or complete an internship.	0	

Performance Indicator Rubric

Operational

Educational Program

Measure 1a	Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?	Pts Possible	Earned Pts
	Exceeds Standard: The school has met standard for 3 or more consecutive years.		
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.	25	
	Approaches Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.	15	
	Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.	0	

Measure 1b	Is the school complying with applicable educational requirements?	Pts Possible	Earned Pts
	Exceeds Standard: The school has met standard for 3 or more consecutive years.		
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.	25	
	Approaches Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.	15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.	0	

Measure 1c	Is the school protecting the rights of students with disabilities?	Pts Possible	Earned Pts
	Exceeds Standard: The school has met standard for 3 or more consecutive years.		
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.	25	
	Approaches Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non- compliance are minor and quickly remedied, with documentation, by the governing board.	15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.	0	

Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students	Pts Possible	Earned Pts
	Exceeds Standard: The school has met standard for 3 or more consecutive years.		
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.	25	
	Appraoches Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.	15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.	0	

Financial Management

Measure 2a	Is the school meeting financial reporting and compliance requirements?	Pts Possible	Earned Pts
	Exceeds Standard: The school has met standard for 3 or more consecutive years.		
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by the district; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.	25	
	Appraoches Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.	0	

Measure 2b	Is the school following General Accepted Accounting Principles (GAAP)	Pts Possible	Earned Pts
	Exceeds Standard: The school has met standard for 3 or more consecutive years.		
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	25	
	Approaches Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non- compliance are minor and quickly remedied, with documentation, by the governing board.	15	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.	0	

Measure 2c	Is the school successfully enrolling the projected number of students?	Pts Possible	Earned Pts
	Exceeds Standard: The school has met standard for 3 or more consecutive years.		
	Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.	25	
	Approaches Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.	15	
	Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.	0	

Governance and Reporting

Measure 3a	**Is the school complying with governance requirements?**	**Pts Possible**	**Earned Pts**
	Exceeds Standard: The school has met standard for 3 or more consecutive years.		
	Meets Standard: Board Bylaws are compliant with ID law. Articles of Incorporation are current. No investigations were conducted into either ethical behavior or conflict of interest regarding any board director. The board did not experience an Open Meeting Law violation that needed to be cured this year.	25	
	Approaches Standard: The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.	15	
	Does Not Meet Standard: The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.	0	
Measure 3b	**Is the board fulfilling its oversight obligations?**	**Pts Possible**	**Earned Pts**
	Exceeds Standard: The school has met standard for 3 or more consecutive years.		
	Meets Standard: The board reviews academic data in a timely and thorough manner. The board reviews financial reports in a timely and thorough manner. The board maintains compliant policies. The board engages in strategic planning. The board conducts a compliant annual evaluation of their school leader and/or managment organization.	25	
	Approaches Standard: The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.	15	
	Does Not Meet Standard: The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.	0	
Measure 3c	**Is the school complying with reporting requirements?**	**Pts Possible**	**Earned Pts**
	Exceeds Standard: The school has met standard for 3 or more consecutive years.		
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the Authorizer, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.	25	
	Approaches Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	0	
Measure 3d	**Is the school complying with public transparency requirements?**	**Pts Possible**	**Earned Pts**
	Exceeds Standard: The school has met standard for 3 or more consecutive years.		
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Public Records Law, and other applicable authorities.	25	
	Approaches Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	0	
Measure 3e	**Is the school meeting employee credentialing and background check requirements?**	**Pts Possible**	**Earned Pts**
	Exceeds Standard: The school has met standard for 3 or more consecutive years.		
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.	25	
	Approaches Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non- compliance are not quickly remedied, with documentation, by the governing board.	0	
Measure 3f	**Is the school handling information appropriately?**	**Pts Possible**	**Earned Pts**
	Exceeds Standard: The school has met standard for 3 or more consecutive years.		
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials	25	
	Appraoches Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.	0	

SchoolEnvironment

Measure 4a	**Is the school complying with transportation requirements?**	**Pts Possible**	**Earned Pts**
	Exceeds Standard: The school has met standard for 3 or more consecutive years.		
	Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.	25	
	Appraoches Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.	0	
Measure 4b	**Is the school complying with facilities requirements?**	**Pts Possible**	**Earned Pts**
	Exceeds Standard: The school has met standard for 3 or more consecutive years.		
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.	25	
	Approaches Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.	15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.	0	

Other Obigations

Measure 5a	**Is the school complying with all other obligations?**	**Pts Possible**	**Earned Pts**
	Exceeds Standard: The school has met standard for 3 or more consecutive years.		
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.	25	
	Approaches Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.	15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non- compliance are not quickly remedied, with documentation, by the governing board.	0	

Performance Indicator Rubric

Financial

Measure 1a	Unrestricted Days Cash	Pts Possible	Earned Pts
	Exceeds Standard: The school has more thatn 60 days cash on hand.		
	Meets Standard: The school has 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive.	100	
	Approaches Standard: The school has between 15-30 days cash OR Days Cash is between 30-60 days and one-year trend is negative.	50	
	Does Not Meet Standard: The school has fewer than 15 Days Cash on hand.	0	

Measure 1b	Default	Pts Possible	Earned Pts
	Exceeds Standard: The school has met standard for at least 3 consecutive yrs.		
	Meets Standard: School is not in default of financial obligations and did not experience any instances of default during the fiscal year. Financial obligations include, but are not limited to: making payments to vendors and utility services on times, complying with all loan covenants, filing any reports required for maintenance of grants or philanthropic funds, meeting all tax obigations, and operating without financial judgements or property liens.	100	
	Approaches Standard: The school experienced one or more instances of minor default during the fiscal year (such as making late payments); however, the school is not currently in default of any financial obigations.	50	
	Does Not Meet: School is currently in default of financial obligations.	0	

Measure 2a	Cash Flow: Multi-Year Cash Flow	Pts Possible	Earned Pts
	Exceeds Standard: The school has met standard for 3 or more consecutive years.		
	Meets Standard: Multi-year cumulative cash flow is positive and cash flow is positive in the most recent year; or multi-year cumulative cash flow is negative but documentation identifies this as a result of a one-time, planned purchase (such as a facility remodel).	100	
	Appraoches Standard: Multi-Year Cumulative Cash Flow is positive, but cash flow is negative for the most recent year.	50	
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is negative and no documentation identifies this as a result of a one time planned purchase.	0	

Measure 3a	Contigency Fund	Pts Possible	Earned Pts
	Exceeds Standard: The school has met standard for 3 or more consecutive years.		
	Meets Standard: Contingency fund is growing.	100	
	Approaches Standard: Contingency fund is not growing.	50	
	Does Not Meet Standard: Contingency fund is being depleted.	0	

RISE CHARTER SCHOOL

Serving 4th-12th Grade Students

Opening August 2021

Serving Kimberly School District

Kimberly, Idaho

Keelie Campbell

141 Center St W

Kimberly, Idaho 83341

208-423-4170

kcampbell@kimberly.edu

Non-Discriminatory Statement:

Kimberly Exploratory Charter School does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing educational 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 email.

Table of Contents

Executive Summary	3
Section I: Educational Program	5
Educational Philosophy	5
Core Values	8
Student Academic Achievement Standards	10
Statewide and Standardized Assessments	11
Key Educational Design Elements, Curricula, Tools, and Instructional Methods	12
Strategies for Serving All Students	24
Professional Development Plan	28
Section II: Financial and Facilities Plan	30
Fiscal Philosophy and Spending Priorities	31
Transportation	30
Food Service	30
Financial Management and Monitoring	30
Description of Facility Needs	32
Section III: Board Governance and Structure	33
Initial Board Member Qualifications	36
Transition Plan	37
Board Recruitment and Training	38
Section IV: Student demand and Primary Attendance Area	40
Student Population	46
Enrollment Capacity	46
Community Partnerships and Local Support	48
Enrolling Underserved Families	49
Section V: School Leadership and Management	50
Appendices	52

Executive Summary

RISE:

Relevant-Learners will find value and purpose in what they are taught and discover. Cross subject integration and real-world applicability will enhance independent, personalized inquiry.

Innovative-With focus on a design thinking approach, students will be encouraged to explore new ideas, engage in information gathering, and test possible solutions.

Self-Directed-Students will use feedback to monitor and direct their own learning, based on their interests and strengths.

Exploratory-Curriculum and pedagogy will encourage students to examine and investigate the relationships between existing knowledge and unfamiliar content and concepts.

Vision Statement: Every RISE Charter School student will gain an understanding and appreciation for all aspects of their life. Our vision of student achievement has three dimensions: mastery of knowledge and skills, high quality work, and character development.

Mission Statement: RISE Charter School empowers lifelong learners with deep cognitive development through relevant self-directed exploration, collaboration, and personal responsibility.

Summary: RISE Charter School will be a 4-12 grade project based expeditionary school serving students in the Kimberly School District. The board of RISE is committed to serving all students, aiming to match the demographics of the district (34% low income, 4% ELL, 7% students with disabilities, 14% Hispanic, 84% White). Part of the uniqueness of this school lies in the relationship with Kimberly School District, the charter authorizer. RISE Charter School will establish and sustain a close working relationship with the district. RISE will be designed to complement the strengths of Kimberly School District and maintain a positive sense of community. Both entities feel an important aspect of the charter will be flexibility for students to participate in district activities and programs in addition to those RISE will provide. Likewise, we anticipate best practices from RISE will be shared with the district. RISE will provide additional learning opportunities for Kimberly School District students with a focus on meeting individual needs through strengths and interest-based learning prospects. Students will have an opportunity to participate in learning expeditions based upon investigative and relevant practices with increasing responsibility for self-directed formulation of learning goals. Through business and post-secondary partnerships secondary students will be exposed to dual credit and college courses, facilities, labs, and career pathways; internships; certifications; work-based learning; and self-directed study to enhance college and career readiness. RISE will emphasize academic guidance and advising to support students in the exploration and development of their strengths and interests.

We believe design thinking is the best educational model with high potential for innovation, creative energy, engagement, commitment, inquiry, collaboration, problem solving, and solution finding. This belief provides the backdrop for the instructional design of RISE: interest and

strength-based education through relevant learning experiences. These experiences will guide students through the learning process allowing them to take ownership of their education while developing the knowledge, skills, character traits, and habits for success in life.

Community Need: The original version of Kimberly School District's Long-Range Plan was created in 2015. One of the recommendations in the plan was to transition the elementary school from one community school into two neighborhood schools with enrollments of 450-500 each. The decision was based upon research that indicated that elementary schools of 450-500 were most effective in creating a community within a community and reducing student transitions from one building to another. To enact the Long-Range Plan, a building committee was formed developing guiding principles, a 20-year master building plan, and a financial plan which evolved into a building bond levy that was approved by the patrons of Kimberly in March of 2016.

Part of the building plan was to turn the round building and intermediate building into an exploratory school. At that time, the term exploratory school was not defined other than "an opportunity to be innovative and provide additional opportunities for students." During the 17-18 school year, a transition committee was formed that developed enrollment boundaries for the elementary schools, approved the name for Stricker for the new elementary and updated the Long-Range Plan. At the time, the transition committee was tasked with the idea of the exploratory school to utilize the space available due to the opening of the new elementary school. The transition committee did not make specific recommendations and was explicit that the school be innovative, opposed to doing something such as turning the IE and round buildings into a 5/6 center and recommended that a group develop a plan for an exploratory school. An exploratory school committee was created and given the charge by the school board to develop the purpose of the exploratory school. The board felt that Kimberly School District has an opportunity to create a school that would be innovative and provide opportunities for students that are not available in the traditional school. Through discussions with the board, exploratory school committee, KSD staff, and patrons many ideas have been shared, discussed, and debated. A cross section of stakeholders took part in a survey to hone-in the goals of the exploratory school.

Student Outcome Expectations: RISE will prepare students for life beyond school. Students will master the knowledge and skills necessary to be college and career ready, take personal responsibility for high quality work, and develop character traits for understanding and appreciating all aspects of their lives. Additionally, RISE students will contribute to making the world a better place through service-oriented experiential projects designed to build community and character. RISE will mobilize the power and passion of students to bring real world solutions to complex problems.

Section I: Educational Program

Educational Philosophy

"The goal of education in America must be for the purpose of teaching all of our students to the very highest levels – for lifting up all people." Mary Catherine Swanson, AVID Founder.

Future Focused Education

The education system in 2020 largely resembles the system that has been in place for decades. While some changes have occurred to expectations, standards, and tools, in many cases, the foundation of our educational system looks remarkably like that from generations past. As our world becomes increasingly globalized, automated, and technologically advanced the need for preparing our citizens and workforce to meet the accompanying demands becomes even more vital.

The Age of Agility report quotes several large companies which articulate the workforce needs of the future. They highlight the fact that amazing new products, methods, and technologies, are emerging with exponential growth necessitating a workforce equipped with technical expertise, soft skills, problem solving ability, communication skills, curiosity, innovation, and the ability to adapt[1]. In order not only to keep up but also get ahead of the curve, our education system must begin now to prepare students for this new reality. Adaptive and rapid changes are needed to develop an innovative education system that will meet the needs of our future.

RISE Charter School will be designed to provide a future focused education. Our board believes students must have the opportunity to learn in an investigative and relevant manner with a focus on real world problem solving, exploration, self-direction, and student ownership. Implications for both students and teachers include engaging in lifelong learning, pursuing passions, and shaping one's own path. According to *Where Americans Stand on Public K-12 Education* Americans believe public education should focus on academics and college preparation but also develop career and interpersonal skills in students and prepare them for citizenship and the workforce. They believe aspects of school quality which are most important include teaching cooperation, respect, and problem-solving skills. Few think schools adequately develop work habits, provide factual information, prepare students to think critically or prepare them to be good citizens. Only about half of students themselves feel schools help them understand career options. Likewise, employers report finding applicants lack critical thinking and problem-solving skills[2]. It is our belief that effective learning includes mastery of academics as well as a variety of skills, knowledge, and mindsets. Students need flexible learning opportunities and support that engages them beyond classroom walls, allows them to achieve goals, and equips and empowers them for lifelong learning.

---

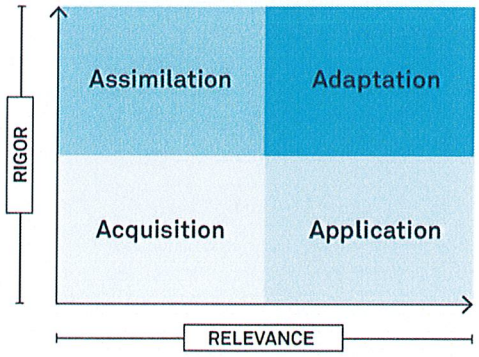
[1] Gaulden, J., & Gottlieb, A. (2017). *Age of Agility* (p. 4, Rep.). Denver, CO: America Succeeds. (https://ageofagility.org/wp-content/uploads/2018/05/Age-of-Agility-Report.pdf)

[2] Schleifer, D., & Silliman, R. (2018). *Our Next Assignment: Where Americans Stand on Public K-12 Education* (p.3, Rep.). San Francisco, CA: Public Agenda. (https://hewlett.org/wp-content/uploads/2018/11/PublicAgenda_OurNextAssignment_2018.pdf).

To succeed in the future our students will require mastery of 21st century skills including research, problem solving, critical thinking, and communication skills. They will need to know how to work collaboratively and independently. The future focused education provided by RISE includes personalized learning activities; engaging learners and communities in shaping educational experiences based on interests, strengths, needs, and aspirations; curriculum and strategies that develop learning capacities across systems; adaptable learning spaces that promote creativity and problem solving; interactions that make connections both locally and globally; new partnerships and relationships that foster social entrepreneurship; and ensuring students have the capacity to adapt and thrive in a continually changing society.

Culture of Deeper Learning

Dr. Daggett's Rigor/Relevance Framework asserts that our educational model should strive for high rigor/ high relevance, which allows for knowledge adaptation, or high levels of knowledge, and creative, complex analysis to solve real-world problems. He calls for future focused schools that deliver curriculum applicable to a job market five or more years away[3].



The education provided by RISE will meet this standard by employing deeper learning concepts[4]. These competencies include:

- Mastering rigorous academic content
- Developing critical thinking and problem-solving skills
- Collaboration skills
- Effective communication skills
- Learning how to learn
- Developing and maintaining an academic mindset

[3] SMMA (2020) *Future Focused Schools.* (https://www.smma.com/insight/future-focused-schools)

[4] William and Flora Hewlett Foundation (Jan. 2019). *K-12 Teaching and Learning Strategy.* (https://hewlett.org/wp-content/uploads/2019/01/Hewlett-TL-Strategy-Memo_2019.pdf)

We believe students need flexible learning opportunities that develop the knowledge, skills, and mindsets necessary for students to achieve their goals. RISE aims to empower and equip students for lifelong learning and to reach their full potential. Since we view teachers as facilitators, RISE will emphasize efforts to define deeper learning, assisting educators with improving their craft to make the shift from delivering content to facilitating learning. Our teachers will create inquiry-based student-centered classrooms that enable students to take control over their learning. As we seek to facilitate these enhanced forms of teaching, staff members will seek out and explore different approaches to instructional improvement that will empower them to deepen their practice. It will be our goal to spread and support these best practices in all schools throughout our district. In this environment students will not only learn content but also the social and academic skills and mindsets needed for success both in school and life beyond school.

The National Research Center grouped deeper learning competencies into three domains: cognitive, interpersonal, and intrapersonal[5]. The cognitive domain includes deep content knowledge, critical thinking, and problem solving. Interpersonal refers to collaboration and communication skills. Learning how to learn competencies and academic mindsets make up the intrapersonal domain. At RISE we believe we can design a culture, strategies, and structures to deliberately and explicitly integrate these deeper learning skills that will be transferrable to post-secondary education and career and civic opportunities. Thus, building a rigor/relevance framework focused on future success for all students.

In order for students to master academic content and develop critical thinking skills, RISE will provide students will multiple opportunities to engage in a wide variety of challenging activities and tasks requiring them to draw on their knowledge, apply tools and techniques, formulate problems, analyze multiple information sources, strategize and reason to develop solutions and defend their positions. Instruction will focus on higher order thinking skills and opportunities for self-directed learning. We believe students learn best by finding solutions to their problems and that priority should be placed on thinking and reasoning processes. Additional goals include acquiring content knowledge; developing language and literacy skills; understanding key principles and relationships; procedural knowledge of specific content areas; recall relevant facts; and apply knowledge to new and real-world tasks and situations in non-routine ways.

RISE Charter School recognizes the critical importance of communicating powerfully and collaborative work. We will promote strategies to assist our students to effectively communicate complex concepts and ideas to others verbally and in writing, structure information in meaningful ways, analyze data, incorporate and provide critical feedback and ideas to and from others, employ review and revision skills, and deliver a message to an intended audience. Furthermore, students will be able to identify and generate solutions through a collaborative process leading to task completion and effective problem solving. We will utilize a cooperative

---

[5] Huberman, M., Bitter, C., Anthony, J., & O'Day, J. (Sept. 2014). *The Shape of Deeper Learning: Strategies, Structures, and Cultures in Deeper Learning Network High Schools.* The Research Alliance for New York City Schools, American Institutes for Research. (https://files.eric.ed.gov/fulltext/ED553360.pdf).

learning instructional approach to teach students communication, collaboration, advocacy, peer support, leadership, empathy, and presentation skills.

The RISE board believes academic mindsets and understanding how to learn are vital components of the school. A core skill for our students to develop is monitoring and directing their own learning. Our students will be able to establish learning goals and monitor their progress toward those goals. They will monitor their understanding, apply a range of study skills and strategies, recognize their strengths and areas needing improvement, build academic independence and also know when to seek help, accurately reflect, take initiative for new learning, view failures and setbacks as opportunities, strive for continuous improvement and high quality work, develop resiliency, and continually challenge themselves. Students will be motivated and intellectually and actively engaged in the learning process. RISE will strive to establish a culture of community and sense of belonging for all students as they come to view learning as a social process that allows them to construct meaning and understanding through interactions with others. We see the importance of our students believing hard work and effort pay off, developing grit and persevering through hard things, valuing education and seeing the relevance of it in their lives, and understanding how what they do now impacts and benefits their futures.

Core Values of RISE Charter School

The core values of RISE define the critical attributes of our school community. These values will be an integral part of our program with the expectation that all stakeholders will have a strong understanding and commitment to them.

Power of Students

Miriam Block stated that students are change agents for a sustainable world. They "often have more drive, and are more creative, and see less obstacles than more experienced – and sometimes frustrated - people[6]." At RISE Charter School we believe students can make a significant impact on the world. We aim to empower students to learn and practice 21st century skills through project-based learning, real world experiences, and active participation in their education. We aim to empower students to build the society they want rather than accept the status quo. RISE's innovative learning experiences are a call to arms for students to understand their relevance in the world and their power and responsibility to make it a better place.

Teacher Effectiveness

At RISE we know teachers make a difference. The work of Bill Sanders validates the importance of teacher effectiveness relative to student achievement. His research found that the most important factor affecting student learning is the teacher. Learning gains based on a single year with an effective teacher are sustained over time and there is a cumulative effective with

[6] Spira, F. (2020). *A Conversation About the Power of Students As Change Makers - rootAbility.* Retrieved from http://rootability.com/a-conversation-about-the-power-of-students-as-change-makers/.

subsequent experiences with effective teachers[7]. RISE's board believes in respecting teacher's expertise and providing flexibility. Our teachers will invest in relationships allowing them to recognize the unique circumstances each student brings to the classroom and tap into student's knowledge and experiences. RISE teachers will nurture student centered teaching as they facilitate learning opportunities that challenge students to think critically, ask questions, and collaborate to create solutions. Students will experience activities that engage their minds and bodies in learning. RISE will seek to provide opportunities to empower students and teachers to capitalize on their strengths and pursue their passions.

Mindset

We believe capabilities can be developed and that a growth mindset fosters outstanding accomplishment. Success in school as well as almost every aspect of human endeavor can be dramatically influenced by how we think about our talents and abilities[8]. This means we must practice with intention recognizing the value of challenge and importance of effort. RISE will accomplish this through prioritizing the development of empathy, grit, mindfulness, reflection, metacognition, humility, progress, and seeing failure as an opportunity to learn. We expect RISE students and teachers to foster an attitude of thriving on challenge and stretching existing abilities resulting in a passion for learning, cultivation through effort, and persistence through difficulty and setback.

Creativity

What might happen if all teachers encouraged students to think creatively and produce creative products? How might these students approach challenges? RISE believes a key to motivating students and enhancing achievement lies in asking questions that promote critical and creative thinking, encouraging students to use divergent thinking to generate ideas, and in analyzing and evaluating issues and solutions. At RISE creativity will be rooted in design thinking that sparks curiosity, innovation, ideation, elaboration, risk taking, synthesis, connection, and application. Students will be encouraged to build a deep understanding of complex, interdisciplinary, real-world issues through independent and collaborative work on relevant projects involving research, field work, community engagement, oral and written communication, presentation, and other skills.

Knowledge

The RISE board understands that an important component of knowledge is content mastery. In addition to mastering content, RISE will develop a broad knowledge base that includes informational literacy, critical reading, research, mathematical application, scientific inquiry, technical skills, writing, and relevant application. Students will build an understanding of and be able to apply complex content knowledge to new contexts and situations adopting the habits and dispositions of their disciplines.

---

[7] Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education, 11*, 57–67, p. 63.

[8] Dweck, C. (2016). *Mindset The New Psychology of Success. New York: Penguin Random House.*

Student Ownership

A goal of RISE is to assist students in learning how to learn. This means students direct and monitor their own learning. They set goals for learning tasks, monitor their progress towards the goals, and adapt their approach as needed. They apply a variety of study skills and strategies, monitor comprehension, recognize barriers, and find ways to overcome them, work independently and collaboratively, ask for help when needed, and are aware of their strengths and weaknesses. RISE students will apply extra effort when necessary, enjoy and seek out learning, use failures as opportunities to learn and improve future efforts, care about the quality of their work, and continually seek new ways to learn and solve difficult problems. By taking ownership of their learning, RISE students will not only develop academic skills but also build a repertoire of tools for lifelong success.

Student Academic Achievement Standards

RISE Charter School's goal is to is to prepare students for life beyond school. We aim to ensure all students are college and career ready. We also expect our students to use their power and voice to make a positive impact in the world.

RISE leadership and staff will ensure there is a clear focus on student achievement guided by relevant and timely data. Clear and measurable goals for overall and individual student achievement with a focus on critical needs will be established. Data will be analyzed, interpreted, and used to regularly monitor progress toward school and individual student achievement goals.

School Goals	Measurement Metric
RISE will exceed district or state proficiency rates in ELA, Math, and Science by 5% or more.	State Standardized Assessments in ELA, Math, and Science
RISE will exceed district or state growth rates for ELA and Math by 5% or more.	State Standardized Assessments in ELA and Math
RISE will exceed the percent of district or state students meeting college and career readiness benchmarks by 5% or more.	College Entrance Exams – SAT, ACT; State college and career readiness indicator
85% of RISE students will mostly or fully meet Summit Learning cognitive skills expectations.	Summit Cognitive Skills Rubric
RISE's 4-year graduation rate will meet or exceed 95%.	State graduation rate
100% of RISE students will participate in college and career readiness courses or an internship. (Advanced Placement, Dual Credit, and career technical courses. Students can also earn industry recognized professional or technical certifications while in high school.)	State indicator measuring participation in college and career readiness courses, internship participation rates

100% of RISE students will complete at least one project each semester	Project completion rates
60% of RISE students will report being engaged in their learning.	Annual survey exploring perceptions about school and learning
80% of parents of RISE students will feel their student's school provides a caring, safe, and supportive environment that partners effectively with them in their child's learning.	Annual survey where parents rate the extent to which they agree with various positive statements about the student's school
80% of staff at RISE will feel the school provides them with appropriate resources and support while fostering a positive culture.	Annual survey where staff rates the extent to which they agree with various positive statements about the school

Statewide and Standardized Assessments

Students at RISE will participate in all state-mandated testing as required by Idaho Code. A testing coordinator will oversee the testing program to ensure all testing requirements are met and proper procedures followed. All tests will be administered during the testing windows designated by the State Department of Education.

The NWEA Measures of Academic Progress (MAP) assessment will be administered two times per year (fall and spring). This assessment will measure student growth based on where students started the year. The fall assessment serves as a baseline to understand where students may need differentiation or extra support. The spring assessment measures progress students have made throughout the year. Additionally, this tool will assist teachers in identifying what works and sharing best practices.

Teachers and administrators will use assessment data to help identify areas of strength and improvement for students. Professional learning communities and team meetings will be used to analyze student data, plan interventions, design instruction, and make other instructional decisions based on student needs. Further, staff will assess the effectiveness of the core instructional program to ensure there is a guaranteed and viable curriculum with high quality instruction in every classroom.

Curriculum Based Assessment

RISE will use both formative and summative assessments to measure student progress toward content mastery and cognitive skills acquisition. Grading practices will incorporate growth in cognitive skills and mastery of content with an emphasis on cognitive skills. Grades will reflect student's demonstration of what they learned based on standards aligned rubrics that are integrated into the curriculum. The Cognitive Skills rubric will help students understand how they are doing and that they can transfer the skills from subject to subject and achieve mastery over time as they progress toward college and career readiness.

Key Educational Design Elements, Curricula, Tools, and Instructional Methods

Educating for College and Career Readiness in a Shifting Economy

The current model of education in most schools still reflects a system held over from the mid-1800's industrial age. Students are grouped together based on age, provided the same series of learning experiences by a teacher, and are expected to have the same outcomes at the same time. This model may have worked for creating a workforce reliant on the "factory mindset" of manufacturing and labor; however, the reality of today's economy is vastly different. Up to 47% of jobs in today's market will be automatized within the next 20 years[9], requiring students to learn and work in multiple career fields over their lifetime. Additionally, the fastest growing job sectors are those that require problem-solving and critical thinking skills, while jobs that require routine manual skills are in decline. In 2020, two out of every three jobs require postsecondary education and training beyond high school[10] . The school system needed for tomorrow's workforce necessitates teaching students how to adapt, research, problem solve, collaborate, and continue learning outside a structured classroom.

The board of RISE charter school believes in the value of mastery learning through hands-on, project-based experiences, which are designed around students' strengths and interests. RISE will be built on an educational foundation encouraging and supporting college and career readiness while developing an appreciation for life-long learning.

The name RISE Charter School is an acronym which encompasses the values of the educational experience for the students attending the school.

Relevant-Learners will find value and purpose in what they are taught and discover. Cross subject integration and real-world applicability will enhance independent, personalized inquiry.

Innovative-With focus on a design thinking approach, students will be encouraged to explore new ideas, engage in information gathering, and test possible solutions.

Self-Directed-Students will use feedback to monitor and direct their own learning, based on their interests and strengths.

Exploratory-Curriculum and pedagogy will encourage students to examine and investigate the relationships between existing knowledge and unfamiliar content and concepts.

RISE charter school will be open to grades 4-12 will support a mission of "empowering lifelong learners through relevant self-directed exploration, collaboration, and personal responsibility." The RISE school board has selected the Summit Learning[11] curricular model and will

---

[9] Gaulden, J., & Gottlieb, A. (2018). Age of Agility. Retrieved August 8, 2020, from https://ageofagility.org/wp-content/uploads/2018/05/Age-of-Agility-Report.pdf

[10] Rising to the Challenge. (2016, August 15). Retrieved August 08, 2020, from https://www.achieve.org/rising-challenge

[11] Creating Learners for Life. (n.d.). Retrieved August 08, 2020, from https://www.summitlearning.org/

supplement the chosen model with educational philosophies of Deeper Learning[12], Design Thinking[13], and Expeditionary Learning[14].

The educational model selected for the school is based on a student-centered pedagogy, which encourages students to think creatively, experience key concepts and learn how to reflect on their learning acquisition. The Summit Model focuses on three key components:



Teaching Through Projects

Students learn from teachers through whole group instruction, small group sessions, and one-on-one time. With hands-on projects and group learning, teachers show students how to apply lifelong skills — such as collaborating with a team, interpreting data and presenting persuasive arguments.



Fostering Lifelong Learning Habits

When completing work independently, students access a range of additional helpful resources through the Summit Learning platform — it's like having a library at their fingertips. By studying in different ways, students gain a self awareness about how they learn best. Teachers guide students to build habits -- like curiosity, resilience, and a sense of purpose -- that help them thrive throughout their lives.



Mentoring Students

In addition to classroom instruction, teachers also mentor students during dedicated weekly one-on-one meetings. With their mentors, students set long- and short-term goals, and discuss both their academic and emotional experiences while working toward these goals. Mentoring sessions build strong relationships between students and their mentors. Together, they celebrate successes, discuss reasons for roadblocks, and talk about areas of learning opportunity.

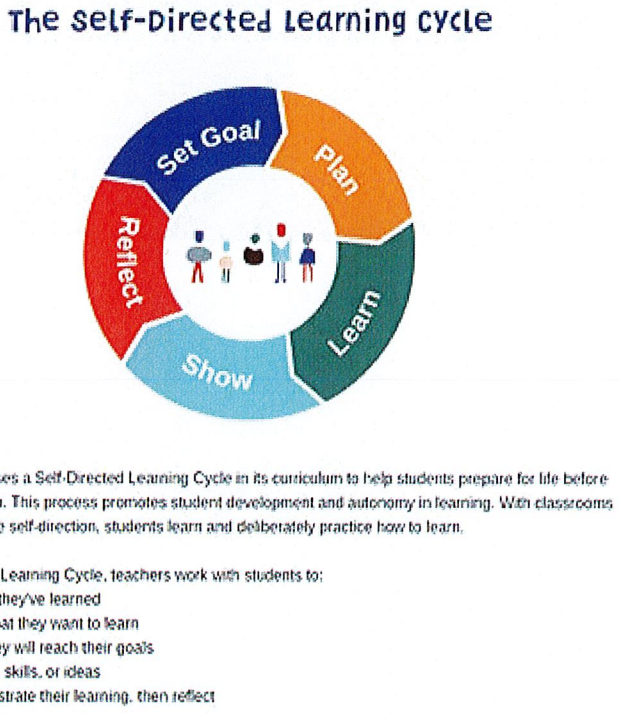
In grades 4 & 5 this will include a strong emphasis on thematic, cross subject instruction with the intention of encouraging self-exploration and strength-based education with a project-based focus. Students will begin to develop a self-directed learning style, which will solidify their ongoing success in school, workplace, and life.

---

[12] Deeper Learning. (2018, June 05). Retrieved August 08, 2020, from https://deeperlearning4all.org/

[13] What is Design Thinking? (n.d.). Retrieved August 08, 2020, from https://www.interaction-design.org/literature/topics/design-thinking

[14] Reopening isn't just a moment, it's a movement toward more equitable schools. (n.d.). Retrieved August 08, 2020, from https://eleducation.org/



Middle schoolers (grades 6, 7, & 8) will begin to define their strengths and interests in preparation for their high school RISE experience. Partnered with a philosophy of exploratory learning, middle school students may begin to display substantial, individualized shifts in perspective and core assumptions, moving away from traditional habitual and conditioned approaches to learning.

By high school, RISE learners will be largely self-directing their learning and curriculum pathways in alignment with their post-secondary goals. A partnership with the local community college, the College of Southern Idaho, will allow for additional educational opportunities, through dual credit taught at the high school and/or on the college campus. This partnership will also allow for creative curricular requirement completion by RISE students based on their interests and strengths. Career exploration through job shadowing, work release or internships will be encouraged for all RISE high school students.

Given the proximity and partnership with Kimberly School District, all RISE students will be able to participate in curricular and extracurricular activities offered by the district, such as yearbook, debate, athletics, and fine arts.

A foundational component to RISE Charter School will include one-on-one mentoring between students and teachers. The value of positive mentorship has been found to accentuate the relationships between students and teachers, providing enhanced "attunement, warmth, consistency, co-regulation, and an adult's ability to perceive accurately and respond to a child's internal state." All RISE students will receive at least 10 minutes of mentoring each week. The benefits of mentoring include:

- Individualized goal setting-students will have the opportunity to discuss their academic progress and set short- and long-term goals, develop action plans for success and learn co-curricular success strategies such as time management and study skills. Intentionality surrounding goal setting, adaptability and reflection are skills that will assist with college, career, and life success.

- Relationships built on trust-mentored students have the opportunity to build honest, trust-based relationships with their educators over time. Mentors become partners in the student's educational journey and empower students to become autonomous learners, supporting their individual aspirations and success while advocating for a student's interests.

- Developing self-awareness and fostering passions-Consistent mentorship combined with student lead self-reflection allows the student to develop self-awareness surrounding their academic and social goals. This goal setting leads to accurate assessment of personal strengths as well as reflection on areas for self-improvement[15].

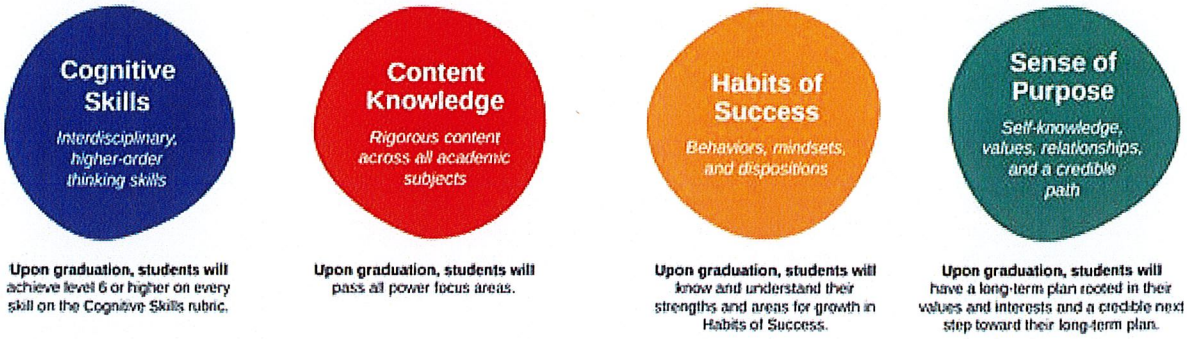
RISE Charter Schools will administer the same assessments currently conducted within the Kimberly School District, including, but not limited to, the Idaho Standards Achievement Test (ISAT). Summit Learning is the chosen curricular model for RISE Charter. Summit provides a comprehensive curriculum, which has been designed to align with Common Core State Standards and requirements under the Every Student Succeeds Act (ESSA) as well as discipline specific standards. RISE students will also be required to meet the state of Idaho graduation requirements.

The Summit Learning Program will serve as the foundational educational model for the RISE Charter School. This program is free and provides tools, resources, and training for schools, based on the school's vision and structure. As a Summit school, RISE will receive customizable curriculum, including projects, content, and assessments. RISE will be assigned a dedicated Summit Learning Student Success Manager who will provide coaching and support for school leadership, curricular development, and project creation. This manager will provide regular check-ins and site visits. A support systems of fellow Summit Learning schools will also be available for networking and support. All Summit Learning educators will receive in-person and on-demand professional development. As a new Summit Learning school, RISE educators will participate in a four day, in-person, summer training to prepare for the process of Summit Learning implementation. Regional Summit Learning trainings and professional development will also be available to RISE employees. All Summit Learning professional development (including travel) is available at no-cost.

Additional curricular models and educational philosophies, including Deeper Learning, Design Thinking, and Expeditionary Learning will be shared with RISE educators and their adoption will be modeled and encouraged to further compliment the Summit Learning Program.

The mission of RISE Charter School is to empower lifelong learners through relevant self-directed exploration, collaboration, and personal responsibility. After considering several curricular models, the selection of Summit Learning was selected, based in part on the four areas of proficiency which all Summit graduates are able to demonstrate:

[15] Cantor, D., (2018, July 24). The Power of Positive Relationships. Retrieved August 08, 2020, from https://blog.summitlearning.org/2018/07/positive-relationships/



COGNITIVE SKILLS

Summit's model of cognitive skills is a collection of traits necessary for higher order thinking, specifically involving the four C's: "Creativity, Critical Thinking, Communication, and Collaboration. Educational researcher David Perkins[16] (2014) describes 21st century skills and dispositions as those that cultivate "critical and creative thinking, collaborative skills and dispositions, leadership, entrepreneurship, and related skills and dispositions that speak strongly to living and thriving in our era."

RISE Charter School will also be incorporating the New Pedagogies for Deep Learning which adds the 21st Century Skills, the two C's of Community and Character. This curriculum also emphasizes the importance of young people not only learning how to solve problems and how to think creatively, but also learn how to deal with setbacks, collaborate with difficult people, and react positively to unknowns and the stress of responsibilities[17].

The crux deep understanding is transfer, the ability to take an idea or concept learned in one context and transfer it to another. Researchers have found that this transfer process is enabled through educational experiences, which require students to take an active role in their own learning while emphasizing communication and metacognition[18].

---

[16] Perkins, D. (2014). FutureWise: Educating Our Children for a Changing World. San Francisco: Jossey- Bass.
[17] Fullan, M., & Scott, G. (2014, July). Education Plus. Retrieved August 10, 2020, from https://www.michaelfullan.ca/wp-content/uploads/2014/09/Education-Plus-A-Whitepaper-July-2014-1.pdf

[18] Perkins, D. (2014). FutureWise: Educating Our Children for a Changing World. San Francisco: Jossey- Bass.

EVIDENCE-BASED PRINCIPLES

• In order to be successful in both college and careers, students need to master a set of Cognitive Skills[19].

• In the 21st century, proficiency in skills at the end of high school is more valuable than proficiency in the content of any given subject matter[20].

• Students develop Cognitive Skills over time; the skills must be accessed within each student's zone of proximal development (Bruner, 1960; Wood, Bruner & Ross, 1976; Vygotsky, 1978).

• Cognitive Skills are learned best through strategies that require deeper learning. The deepest learning is inquiry-based, authentic, and active[21].

• Cognitive Skills extend beyond traditional disciplines; the same skill can be applied in multiple disciplines[22].

APPLICABILITY

Summit Learning curriculum provides students the opportunity to develop their cognitive skills in every subject and in every grade level within the following learning processes:

1. Textual Analysis
2. Using Sources
3. Inquiry
4. Analysis & Synthesis
5. Composing/Writing
6. Speaking & Listening
7. Products & Presentations

RISE learners will progress along a continuum-demonstrating competency in a skill as appropriate for their level of development and growth. Within the Summit Learning model, a student's score on the Cognitive Skills Rubric contributes more to a student's grade than does any other outcome measure.

---

[19] Conley, D. (2012). A Complete Definition of College and Career Readiness. Eugene, OR: Educational Policy Improvement Center. Retrieved from: https://www.epiconline.org/ ccr-definition/; Fadel, C., Bialik, M., & Trilling, B. (2015). Four Dimensional Education: the Competencies Learners Need to Succeed. Boston: Center for Curriculum Redesign, NGSS Lead States. (2013); Next Generation Science Standards. Washington, D.C.: The National Academies Press.

[20] Perkins, D. (2014). FutureWise: Educating Our Children for a Changing World. San Francisco: Jossey- Bass.

[21] American Institutes for Research. (2016). Looking Under the Hood of Competency-Based Education: The Relationship Between Competency-Based Education Practices and Students' Learning Skills, Behaviors, and Dispositions. Retrieved from: http://www.air.org/resource/looking-under-hood- competency-based-education-relationship-between-competency-based; Barron, B., & Darling-Hammond, L. (2008). Teaching for meaningful learning: A review of research on inquiry-based and cooperative learning. In L. Darling-Hammond, B. Barron, P.D. Pearson, A.H. Schoenfeld, E.K. Stage, T.D. Zimmerman, G.N. Cervetti & J.L. Tilson, Powerful learning: What we know about teaching for understanding, (pp. 11-70). San Francisco, CA: John Wiley & Sons. Retrieved from: http://www.edutopia.org/pdfs/ edutopia-teaching-for-meaningful-learning.pdf

[22] Perkins, D. (2014). FutureWise: Educating Our Children for a Changing World. San Francisco: Jossey- Bass.

Project based learning enhances students' cognitive skills through "a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge" What is Project Based Learning[23].

CONTENT KNOWLEDGE

The application of cognitive skills is conducted within a broad knowledge base. Students at RISE will demonstrate competency in all core subject areas within the Summit Learning model, which includes vocabulary, ideas, events, concepts, properties, and details related to a given academic discipline. It has been proven that content knowledge supports and enables critical thinking. Mastery of a subject is accelerated when content knowledge is demonstrated.

EVIDENCE-BASED PRINCIPLES

- In order to be successful in college and careers, students must master rigorous Content Knowledge in each of the academic disciplines[24].
- Students acquire new Content Knowledge in reference to existing Content Knowledge[25].
- Content that is presented in multiple modalities allows for greater practice.1
- Content knowledge acquisition is foundational to the development of Cognitive Skills[26].
- Students need to explore Content Knowledge at their own pace based on their own interests[27].
- Students need multiple opportunities to demonstrate competence in Content Knowledge[28].

APPLICABILIY

RISE students will have the opportunity to take responsibility for their own learning. Learning is a cyclical process and even in times when students fall short of their goals, an opportunity is presented to review learning strategies, set a new goal and re-try. Educators will be trained on platforms which offer immediate feedback such as Google Docs, Kahn Academy, and the Summit Learning Platform.

---

[23] What is Project Based Learning? (2017). Retrieved August 08, 2020, from https://www.pblworks.org/what-is-pbl

[24] Common Core State Standards Math Team. (2014). High School Publishers' Criteria for the Common Core State Standards for Mathematics. Retrieved from: http://www. corestandards.org/assets/Math_Publishers_Criteria_HS_Spring%202013_FINAL.pdf; NGSS Lead States. (2013). Next Generation Science Standards. Washington, D.C.: The National Academies Press. Conley, D. (2012). A Complete Definition of College and Career Readiness. Eugene, OR: Educational Policy Improvement Center. Retrieved from: https://www.epiconline.org/ ccr-definition/; Fadel, C., Bialik, M., & Trilling, B. (2015). Four Dimensional Education: the Competencies Learners Need to Succeed. Boston: Center for Curriculum Redesign.

[25] Bransford, J. D., Brown, A. L. & Cocking, R. R. (Eds). (2000). How People Learn: Brain, Mind, Experience and School. Washington D.C.: National Academy Press.; Deans for Impact. (2015). The Science of Learning. Austin, TX: Deans for Impact. Retrieved from: https://deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_ Learning.pdf

[26] Schwartz, D., Tsang, J. M., & Blair, K. P. (2016). The ABCs of How We Learn: 26 Scientifically Proven Approaches, How They Work and When to Use Them. New York: W. W. Norton & Company.

[27] Rose, T. (2016). The End of Average: How We Succeed in a World That Values Sameness. New York: HarperCollins.

[28] American Institutes for Research. (2016). Looking Under the Hood of Competency-Based Education: The Relationship Between Competency-Based Education Practices and Students' Learning Skills, Behaviors, and Dispositions. Retrieved from: http://www.air.org/resource/looking-under-hood- competency-based-education-relationship-between-competency-based

Technology also offers diverse autonomy and flexibility for self-pacing by the learner. Ultimately, this results in a personalized learning experience for the students.

HABITS OF SUCCESS

Habits of Success encompass the social and emotional skills that enable academic and non-academic student success. Summit Learning has adopted the Building Blocks for Learning framework developed by Dr. Brooke Stafford-Brizard on behalf of Turnaround for Children[29]. The Building Blocks framework integrates decades of the most promising research on social-emotional learning in an aligned and comprehensive manner.

Summit Learning uses the term "Habits of Success" to encompass mindsets, behaviors, and characteristics that students will need in college and their chosen career. Social emotional learning is not meant to be a separate program but will be integrated into every aspect of the RISE school model.

Specifically, Summit Learning's model for habits of success are built within five categories:

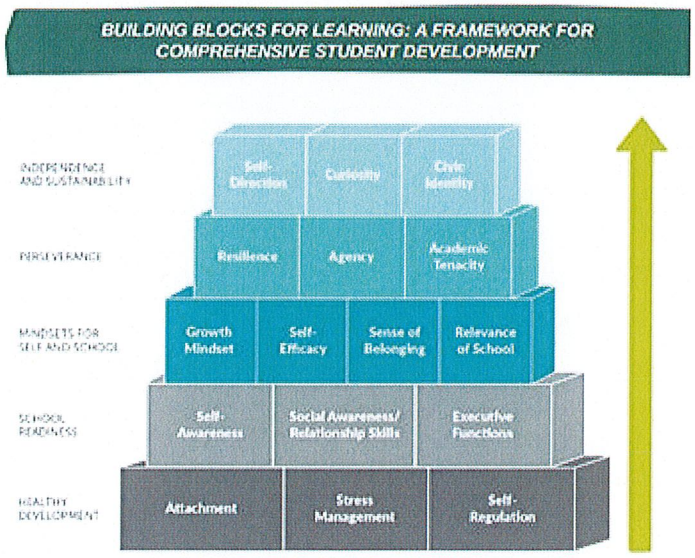
1. Healthy Development (Attachment, Stress Management, Self-Regulation)

2. School Readiness (Self-Awareness, Social Awareness/Relationship Skills, Executive Functions)

3. Mindsets for Self and School (Growth Mindset, Self-Efficacy, Sense of Belonging, Relevance of School)

4. Perseverance (Resilience, Agency, Academic Tenacity)

5. Independence and Sustainability (Self-Direction, Curiosity, Civic Identity).



Stafford-Brizard, K. B. (2016). Turnaround for Children.

The 16 skills were chosen for the Summit model based on the following three criteria:

[29] Stafford-Brizard, B. S. (2016). Building Blocks for Learning. https://turnaroundusa.org/wp-content/uploads/2016/03/Turnaround-for-Children-Building-Blocks-for-Learningx-2.pdf Retrieved August 08, 2020.

1. They align to the development of the child as a "learner" in an educational setting;

2. They are measurable skills, behaviors, or mindsets that students can develop over time;

3. There is a strong research base demonstrating impact of the skill, behavior, or mindset on college and career success.

EVIDENCE-BASED PRINCIPLES

- Students need to develop skills, dispositions, mindsets, and behaviors that:
  - Are malleable (can change over time)[30];
  - Are academically important[31];
  - Recognize the social nature of learning[32];
  - Align with important milestones of adolescent development[33].

• Learning should be culturally responsive and recognize that children learn about the world around them within the context of their own culture[34].

• Habits of Success should be developed as part of a cohesive academic program[35].

• Students with a sense of belonging in school feel socially connected, supported, and respected. They trust their teachers and their peers, and they feel like they fit in at school.

• Approaches to student behavior and discipline should be restorative in nature[36].

---

[30] Mindset Scholars Network. (2015). Research Library. Retrieved from:http:// mindsetscholarsnetwork.org/

[31] Farrington, C.A. et al. (2012). Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Academic Performance: Critical Literature Review. The University of Chicago Consortium on School Research. Retrieved from: https:// consortium.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf; Stafford-Brizard, B. S. (2016). Building Blocks for Learning. https://turnaroundusa.org/wp-content/uploads/2016/03/Turnaround-for-Children-Building-Blocks-for-Learningx-2.pdf Retrieved August 08, 2020

[32] Schwartz, D., Tsang, J. M., & Blair, K. P. (2016). The ABCs of How We Learn: 26 Scientifically Proven Approaches, How They Work and When to Use Them. New York: W. W. Norton & Company.

[33] American Institutes for Research. (2016). Looking Under the Hood of Competency-Based Education: The Relationship Between Competency-Based Education Practices and Students' Learning Skills, Behaviors, and Dispositions. Retrieved from: http://www.air.org/resource/looking-under-hood- competency-based-education-relationship-between-competency-based

[34] Dee, T., & Penner, E. (2016). The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum (CEPA Working Paper No.16-01). Retrieved from Stanford Center for Education Policy Analysis: http://cepa.stanford.edu/wp16-01; Ladson-Billings, G. (1995). "Toward a Theory of Culturally Responsive Pedagogies." American Educational Research Journal, 32(3). pp. 465-491. Retrieved from: http://links.jstor.org/sici?sici=0002-8312%28199523%2932%3A3%3C465%3ATATOCR%3E2.0.CO% 3B2-4

[35] Farrington, C.A. et al. (2012). Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Academic Performance: Critical Literature Review. The University of Chicago Consortium on School Research. Retrieved from: https:// consortium.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf; Stafford-Brizard, B. S. (2016). Building Blocks for Learning. https://turnaroundusa.org/wp-content/uploads/2016/03/Turnaround-for-Children-Building-Blocks-for-Learningx-2.pdf Retrieved August 08, 2020.; Costa, A. L., & Kallick, B. (2008). Reporting growth in habits of mind. In Costa, A. L. & Kallick, B. (Eds.), Learning and leading with habits of mind: 16 essential characteristics for success, (pp. 258-268). Alexandria, VA: Association for Supervision and Curriculum Development.

[36] Fronius, T., Persson, H., Guckenburg, S., Hurley, N., & Petrosino, A. (2016). Restorative Justice in Schools: A Research Review. WestED Justice & Prevention Research Center. Retrieved from: https://www.wested.org/resources/restorative-justice-researchreview/

• The assessment of Habits of Success should be used to support students' growth and development and for program improvement purposes. Assessment should not be used for the purposes of grading, evaluation, or promotion[37].

• Habits of Success must be modeled within the school environment: in adult interactions; within school routines, celebrations, policies, and procedures; and as part of ongoing professional development for educators[38].

APPLICABILITY

Mentoring

A foundational component to RISE Charter School will include one-on-one mentoring between students and teachers. The value of positive mentorship has been found to accentuate the relationships between students and teachers, providing enhanced "attunement, warmth, consistency, co-regulation, and an adult's ability to perceive accurately and respond to a child's internal state"[39]. All RISE students will receive at least 10 minutes of mentoring each week. The benefits of mentoring include:

- Individualized goal setting-students will have the opportunity to discuss their academic progress and set short- and long-term goals, develop action plans for success and learn co-curricular success strategies such as time management and study skills. Intentionality surrounding goal setting, adaptability and reflection are skills that will assist with college, career, and life success.
- Relationships built on trust-mentored students have the opportunity to build honest, trust-based relationships with their educators over time. Mentors become partners in the student's educational journey and empower students to become autonomous learners, supporting their individual aspirations and success while advocating for a student's interests.
- Developing self-awareness and fostering passions-Consistent mentorship combined with student lead self-reflection allows the student to develop self-awareness surrounding their academic and social goals. This goal setting leads to accurate assessment of personal strengths as well as reflection on areas for self-improvement[40].

Self-directed Leaning

The Summit Learning curriculum places equal emphasis on developing Habits of Success as it does on learning Content Knowledge. The model is designed for instructors to guide students' habits of self-awareness, academic tenacity, curiosity, and self-direction.

---

[37] Duckworth, A. & Yeager, D. L. (2015). Measurement Matters: Assessing Personal Qualities Other Than Cognitive Ability for Educational purposes, Educational Researcher, 44(4): 237–251.

[38] Berger, R., Rugen, L., & Woodfin, L. (2014). Leaders of Their Own Learning: Transforming Schools Through Student-Engaged Assessment. San Francisco, CA: John Wiley & Sons.; Costa, A. L., & Kallick, B. (2008). Reporting growth in habits of mind. In Costa, A. L. & Kallick, B. (Eds.), Learning and leading with habits of mind: 16 essential characteristics for success, (pp. 258-268). Alexandria, VA: Association for Supervision and Curriculum Development.

[39] Cantor, D., (2018, July 24). The Power of Positive Relationships. Retrieved August 08, 2020, from https://blog.summitlearning.org/2018/07/positive-relationships/

[40] Dweck, C.S. (2007). Mindset: The new psychology of success. New York, NY: Random House.

Project-Based Learning

The Summit Learning curriculum models integration for Habits of Success within all subjects and grade levels.

SENSE OF PURPOSE

RISE Charter School graduates will have a Sense of Purpose in which they will be able to articulate their interests, values, and skills, and define a credible path after high school for translating those interests, values, and skills into fulfilled lives.

The Summit Learning curriculum outlines Sense of Purpose as having five components:

1. Self-Awareness (Interests, Skills, Knowledge, and Habits): Students need exposure to multiple interests, the ability to explore such interests, and opportunities to pursue those interests.
2. Values: Students need support understanding what they value and how to live those values in order to lead a fulfilled life, in which they make intentional trade-offs between different options based on values.
3. Relationships: We need students to effectively and proactively build relationships that are not merely transactional, but also that put them in contact with people who want them to be their best selves.
4. Credible Path Toward Long-Term Goals: Students need to be able to articulate their future goals and have a credible path toward meeting those goals.
5. Transition: Students need a next step out of high school that is aligned with their interests, skills, knowledge, habits, values, and the long-term goals they hope to achieve. Family members, teachers, and other important adults in a student's life should support this next step.

EVIDENCE-BASED PRINCIPLES

- Individuals with a strong Sense of Purpose and belonging are more likely to persist toward their goals[41].
- Deliberate practice in the art of short-, medium-, and long-term goal setting supports students' development and attainment of a Sense of Purpose[42].
- Developing a student's self-knowledge is a key building block for learning and for other long-term student outcomes[43].
- Deep, hands-on exploration of a diverse array of subject areas, professional fields, and work-settings not only helps expose students to new experiences but also develops self-knowledge and supports an emergent Sense of Purpose[44].

---

[41] Damon, W. (2008). The Path to Purpose: How Young People Find Their Calling in Life. New York: Simon & Schuster.

[42] Dweck, C.S. (2007). Mindset: The new psychology of success. New York, NY: Random House.

[43] Goleman, D. (1995). Emotional Intelligence: Why It Can Matter More Than IQ. New York: Bantam.

[44] American Institutes for Research. (2016). Looking Under the Hood of Competency-Based Education: The Relationship Between Competency-Based Education Practices and Students' Learning Skills, Behaviors, and Dispositions. Retrieved from: http://www.air.org/resource/looking-under-hood- competency-based-education-relationship-between-competency-based; Barron, B., & Darling-Hammond, L. (2008). Teaching for meaningful

- Students with a sense of belonging in school feel socially connected, supported, and respected. They trust their teachers and their peers. They are not worried about being treated as a stereotype and are confident that they are seen as a person of value[45].
- In order to achieve their college and career goals, students need an understanding of the transition to the college and career landscape including, but not limited to, practical, financial, and logistical requirements and admission processes[46].

APPLICABILITY

The RISE Charter School will assist students in developing their sense of purpose by adopting the following design choices:

Goal setting

Students will set short, medium, and long-term goals in nearly every aspect of their educational journey. Goal setting will not be exclusive to the classroom, however. The mentor–student–family relationship also builds a bridge between home and school and between a student's past, present, and future. Each year begins with a family meeting in which the student leads a meeting with their mentor, parent/guardian(s), and any other relevant members of their personal support system.

Mentor Community

In addition to the 1-1 mentoring described in the Habits of Success principal, students will also participate in a peer mentoring group which will meet 60-90 minutes weekly. Students will have the opportunity to explore self-awareness through interactions with those who hold different values, life experiences, interests, and cultural norms than their own. The focus of this mentor group time is on group bonding, academic belonging, and the development of Habits of Success[47].

Expeditionary Learning

The Summit Learning curriculum allows for two weeks, in depth, project based immersive electives called Expeditions. Expeditions are designed to foster perspective-changing ideas, to explore interests, and to pursue passions. While elementary expeditions may be broader and all encompassing, by high school expeditions take on a college and career focus, ensuring college readiness or providing opportunities for internships with local business or community service work.

---

learning: A review of research on inquiry-based and cooperative learning. In L. Darling-Hammond, B. Barron, P.D. Pearson, A.H. Schoenfeld, E.K. Stage, T.D. Zimmerman, G.N. Cervetti & J.L. Tilson, Powerful learning: What we know about teaching for understanding, (pp. 11-70). San Francisco, CA: John Wiley & Sons. Retrieved from: http://www.edutopia.org/pdfs/ edutopia-teaching-for-meaningful-learning.pdf.

[45] Romero, C. (2015). What We Knows About Belonging From Scientific Research. The Mindset Scholars Network. Retrieved from: http://mindsetscholarsnetwork.org/wp-content/ uploads/2015/09/What-We-Know-About-Belonging.pdf

[46] Lash, D, Belfiore, G. & Calkins, A. (2017). The MyWays Success Framework: Student Competencies for Learning, Work, and Life. Next Generation Learning Challenges (NGLC). Retrieved from: https://myways.nextgenlearning.org/

[47] Surowiecki, J. (2004). The Wisdom of Crowds: Why the Many Are Smarter Than the Few and How Collective Wisdom Shapes Business, Economies, Societies and Nations. New York: Doubleday.

Strategies for Serving All Students

As part of the mission of empowering lifelong learners through relevant, innovative, self-directed exploration, the board of RISE will aim to match the demographics of the district with active recruitment and providing supports to bring a diverse population of students to our school.

Supports will include the following:

- Utilizing Kimberly School District Transportation Department for bus service in the primary attendance area
- Utilizing Kimberly School District Food Service Department to provide a child nutrition program
- Contracting, employing, or utilizing a Special Education and Federal Programs Director
- Employing a special education teacher who fully implements IDEA and Child Find guidelines
- Utilizing Kimberly School District SLP and School Psychologist services
- Contracting OT and PT services
- Utilizing Kimberly School District's Migrant Family Liaison
- Providing professional development to staff for working with special population students including those with disabilities, English language learners, and low socio-economic status
- Providing social emotional support and instruction to students
- Utilizing Kimberly School District nursing staff to provide health services and instruction
- Employing a counselor to provide academic guidance and social-emotional support
- Develop an effective MTSS (Multi-Tiered Systems of Support) program including academic, behavioral, and social-emotional supports – RTI and PBIS
- Partnering with community organizations to provide support to students and families

To meet the needs of the expected demographics, RISE will hire a special education teacher. This teacher will work with general education teachers and families to develop individualized education plans for qualifying students to best meet their needs and will provide specialized instruction to these students. This person will also serve on the MTSS team and assist with planning and implementing interventions.

Due to a relatively small number of English Language Learners in the primary attendance area, services will mainly be provided by classroom teachers. RISE will partner with Kimberly School District to utilize the services of the ELL Consultant, Migrant Family Liaison, and other ELL services (see Appendix F1). As the school grows and as the need arises, RISE will employ an ELL para or teacher or employ our own consultant to work with staff members.

The tables below show the demographic makeup of Kimberly School District which will be the primary attendance area of RISE. The board of RISE plans to recruit a similar demographic of students with an expectation of matching within 5%.

Enrollment by Race/Ethnicity	Percent of Students
Asian	0.1
Black/African American	0.4
Hispanic or Latino	13.9
Native American or Alaskan Native	0.1
Native Hawaiian or Pacific Islander	0.1
Multiracial	1.1
White	84.4

Enrollment by Student Groups	Percent of Students
Students from Low Income Families	34
Students Learning English	4
Students with Disabilities	7
Students who are Homeless	1
Students from Migrant Families	2
Students from Military Families	1
Students in Foster Care	<1

In preparation for working with RISE's target population, the professional development program will emphasize highly effective instructional practices for all students with supports and interventions for struggling learners including students with disabilities and English language learners. Additionally, staff will be trained to provide enrichment for high achieving students. During recruitment and lottery enrollment, RISE staff will host informational events and connect with local community leaders to build positive relationships and make connections with the school, community, and families.

Special Education

RISE Charter School will implement a research-based approach to special education including best practices, curriculum, and instructional strategies. A special education teacher will be hired to provide quality instruction and ensure all legal requirements for identification and paperwork are met. We will utilize Kimberly School District's Speech Language Pathologist and School Psychologist and will contract with qualified providers for occupational and physical therapy services. Existing facilities will be leased from Kimberly School District. These facilities meet all accessibility requirements. All special education staff will be selected, hired, and trained prior to the school opening.

The board of RISE will adopt the most updated version of the Idaho Special Education Manual as well as all subsequent revisions. The special education program will be implemented according to requirements as outlined in the Special Education Manual. The board will also adopt the Idaho School Boards Association Model Policy Manual for charter schools. Special

education policies are included in this manual and will be revised and updated as needed. Policies and procedures will meet the mandates of the Individuals with Disabilities Education Act (IDEA) and all other federal and state laws.

RISE Charter School will establish and implement an ongoing Child Find system as outlined in the Idaho Special Education Manual. Activities will be conducted to create public awareness for special education programs, to advise the public of the rights of students, and to alert the community residents of the need for identifying and serving students with disabilities from the ages of 3 through 21. RISE will also coordinate with the Department of Health and Welfare regarding Child Find for children ages birth through 2 years. Our Child Find system will include children who are homeless as defined by the McKinney-Vento Act, wards of the state, or attending private schools, regardless of the severity of the disability. Information will be made available to the public through registration materials, the school website, social media platforms, email, and newsletters.

Students will be identified for special education services as outlined in the referral process in the Idaho Special Education Manual. Once a student is found eligible through the evaluation and eligibility determination process the IEP team will meet within the specified timeframe to develop and implement an IEP. Progress monitoring, grades, and other student data will inform the development and revision of the IEP as well as communicate student progress in identified skill areas.

RISE will ensure a free and appropriate public education (FAPE) is available to students who are eligible for special education. FAPE will be individually determined for each qualifying student and based on the least restrictive environment (LRE). Special education services may include related services, transition services, supplementary aids and services, and/or assistive technology devices and services. Special education students will have the same opportunities for academic, nonacademic, and extracurricular services and activities as is available for students without disabilities.

Gifted and Talented

Teachers will use a variety of assessment measures including standardized assessment data such as MAP and ISAT along with cognitive assessments administered by the school psychologist to identify students who are gifted. Students who score significantly above grade level and/or demonstrate qualities consistent with gifted ability may be appropriately identified and served. The nature of RISE's program grounded in learning through inquiry and project-based education lends itself to flexible instruction allowing students to be challenged and go beyond their current levels. Carol Ann Tomlinson, an expert in gifted and talented education recommends the following strategies that will be employed by RISE[48].

[48] Tomlinson, C. (1995). *How to Differentiate Instruction in Mixed Ability Classrooms.* Alexandria, VA: Association for Supervision and Curriculum Development.

- Provide alternative and extension activities for students who have already mastered the content
- Allow students to work at an accelerated pace
- Provide opportunities for students to work in flexible groups
- Create graduated task rubrics and product criteria developed jointly by the teacher and student
- Use open ended questions that promote critical thinking
- Incorporate a variety of levels of thinking based on Bloom's taxonomy prioritizing the highest levels of analysis, evaluation, and synthesis

Use of these strategies in addition to other learning opportunities and methodology including design thinking, deeper learning, and student-directed learning pathways will result in RISE's advanced students unique learning needs being met.

Amalgam of Services

While RISE believes inclusion for all students is essential to the culture of the school, the board also understands that location or setting should not be an indicator of access. Research indicates that students with disabilities appear to have better outcomes when educated in inclusive settings, but many studies relating setting to outcomes do not account for important differences between students with disabilities placed in inclusive classrooms and those who are taught in special education settings. Research also suggests that exposure to grade level curriculum may not result in progress in that curriculum. Many students with disabilities will not be able to advance along grade-level academic standards with typical general education instruction even with accommodations and support[49]. Thus, it is a misconception that the educational setting determines actual student progress.

For these reasons, RISE will provide an amalgam of services to meet student needs. A variety of instructional strategies and settings will be implemented for students with disabilities, English language learners, and gifted and talented students. The services provided will include full inclusion, co-teaching, push-in, and pull-out services as determined by student needs and strengths. All staff will have shared responsibility for the success of all students. Paraprofessionals will be utilized to serve students in all educational settings as needed. While our goal is to meet the academic and social-emotional needs of all students in the general education setting the maximum extent possible, a tiered system of supports and services will be provided to allow students to access, learn, and progress in the setting which best meets their needs.

In addition to classroom teachers, every student at RISE will have a mentor with dedicated one-on-one weekly time. Mentor sessions will give students a deeper connection with an adult and provide a safe space for students to get the type of support they need. Mentors facilitate self-

[49] Gilmour, A. (2018). Has Inclusion gone Too Far? *Education Next,* 18(4). Retrieved from https://www.educationnext.org/has-inclusion-gone-too-far-weighing-effects-students-with-disabilities-peers-teachers/.

directed learning, help students find motivation and persevere through difficulties and setbacks, and connect school experiences to life beyond school. By building foundations of trust and deep connections, mentors guide honest discussions about student successes and struggles. They lead students through the goal setting process helping them focus and prioritize their tasks and learning. Mentors are key to helping students learn to succeed on their own. RISE staff seek to maximize learning outcomes for all students through providing a plethora of services and settings designed to build on strengths while further developing areas needing improvement.

Professional Development Plan

What if every teacher connected with and inspired their students? RISE believes every teacher in our school can be that teacher. The focus of our professional development will be the art of teaching. We will employ professional development from a variety of sources (see Appendix F4) including:

Summit Learning – As a Summit Learning partner school, RISE will be provided with onboarding training in addition to ongoing professional development. Summit will deliver the following:

- Summer Training (5 days for school leaders, 4 days for teachers) for the implementation team summer 2021.
- All newly hired teachers will be trained the summer before they join the staff in subsequent years.
- In the first two years of implementation, a subset of teachers and a school leader attend a Fall Convening (two days) and a Spring Convening (two days).
- In addition, Summit provides protocols and resources for ongoing professional development which is recommended for 60-90 minutes weekly.

Design Thinking – RISE staff will be trained in the design thinking process. We plan to utilize resources provided by the Stanford d. school. Our goal is to become a part of the Stanford d. School K-12 lab. The lab offers workshops and resources to teach creative problem solving, eliminate opportunity gaps, experiment with new models, and share design approaches. Educators are immersed in new invigorating ways of learning to move them out of comfort zones and develop new skills and mindsets. The lab offers Discover Design Thinking as an introduction to design thinking for teachers and school leaders. The purpose of the workshop is to help educators build creative confidence and equity awareness that can be applied to local contexts. It is a 3-day intensive workshop where participants learn design thinking by tackling a real-world problem, connect with other educators in the network, apply high quality resources, and develop a plan to implement the process and mindsets of design thinking. Our participation in the K12 lab will equip our staff with the confidence, knowledge, tools, and experiences to teach in the ways they are now being asked to teach focusing on real world projects and experiences where creative problem-solving matters most.

Project Based Learning – All staff will be trained in project-based learning. As this will be a journey of professional learning and reflection, in addition to Summit Learning we plan to work with the Buck Institute to support our staff through this process. They provide research-

informed workshops and frameworks designed to develop and improve teaching practice. The PBL 101 workshop will teach participants how to implement rigorous standards-based projects. PBLWorks, will provide the support we need to make sustained change in teaching practice.

AVID – RISE will aim to become an AVID school once the Summit learning curriculum is solidly in place and teachers have had an opportunity to familiarize themselves with it and complete the necessary training to fully and effectively implement this curriculum. Through participating in AVID training, teachers will prioritize how material is taught. Implementation of the AVID framework will help inform intentional district and school leadership actions to eliminate achievement gaps. With emphasis on the four AVID domains including leadership, instruction, culture, and systems RISE staff will understand the following:

What students Need?

- Rigorous academic preparedness
- Student agency
- Opportunity Knowledge

What educators do?

- Insist on rigor
- Breakdown barriers
- Align the work
- Advocate for students

Ongoing professional development aligned with RISE's mission and vision will be provided. Through our partnership with Bluum and connections to other schools, we plan to capitalize on the expertise within these organizations to pursue additional professional development and training opportunities.

Systems Training

Annual training will be provided to meet state and federal regulations. These requirements include training staff in special services for students such as special education, second language learners, 504s, etc. Additional training requirements will be met in the areas of FERPA, McKinney-Vento, mandatory reporting, suicide prevention, bullying/harassment, and Title IX. Staff will also participate in training provided by Kimberly School District including ethics training and training provided by the school nurses in meeting student and staff health care needs.

Instructional Coaching/Lead Teacher

Current Research from Education Next[50] indicates instructional coaching can have a significant impact on implementation of instructional strategies and positively affects student achievement.

---

[50] Kraft, M., & Blazar, D. (2018). Taking Teacher Coaching to Scale: Can Personalized Training Become Standard Practice? *Education Next*, (Fall), 68-74. (https://www.educationnext.org/files/ednext_xviii_4_kraft_blazar.pdf)

RISE will utilize a lead teacher to support development of the mission and vision of the school as he/she supports teachers in developing their craft and shifting to new roles. School administration will provide similar support and training for staff. Working collaboratively, the lead teacher and administration will facilitate modeling lessons, co-teaching, co-planning, providing feedback, instructional rounds, peer observation and other coaching strategies. Further, staff will be trained in data analysis to identify areas needing further development and to guide decision making. Our goal is to utilize Professional Learning Communities (PLC) for this work as well as other initiatives and work related to assessment, best practices, RTI, teacher evaluation, and new staff on boarding.

Teacher Evaluation

All RISE teachers will be evaluated according to the state adopted Danielson Framework for Teaching. An individualized learning plan developed by each teacher will be part of the evaluation process. RISE Board of Trustees will adopt policy outlining the evaluation process and procedures for all staff members.

Section II: Financial and Facilities Plan

Fiscal Philosophy and Spending Priorities

The Board of RISE believes in being good stewards of public funds. As such, we will strive to maximize each dollar RISE Charter School receives to ensure efficiency and provide an effective education that is of the highest possible quality for our families. Staffing costs will entail a major portion of the budget. We will strive to designate as much of the budget as possible to supporting teachers and students through professional development and support services. To facilitate and support design thinking and project-based learning, we will fund space and tools for students to learn through prototyping and testing designs. We will utilize a lead teacher/instructional coach to help fulfill the mission and vision by providing boots-on–the-ground support for teachers outside of administration. Additionally, a fulltime counselor will be employed as advising students in creating self -directed learning plans is an important aspect of our program. Providing 1-1 devices for all students is essential to RISE's program and curriculum. Thus, funding will be designated for this purpose and to provide the infrastructure necessary to support technology needs (see Appendix F5). We will prioritize building a healthy financial reserve for the school as it continues to grow and expand.

Transportation

The board of RISE Charter School understands the importance of providing transportation for students to equitably access the school. RISE will utilize Kimberly School District's transportation services (see Appendix F1).

Food Services

Providing nutritious meals for students to learn at optimal levels is important to the board of RISE. RISE Charter School will participate in the federally supported Free and Reduced Breakfast and Lunch program offered by Kimberly School District. As the district has

supplemented the food service budget, RISE will pay Kimberly School District its proportionate share of unreimbursed expenses (see Appendix F1).

Financial Management and Monitoring Plan

RISE Charter School plans to contract with Bluum for financial expertise and management. Bluum will provide back office services as described in the attached contract (see Appendix F6). A financial expert from Bluum will work with school administration and the Board to ensure sound fiscal management of the school.

RISE will follow all financial management requirements for Idaho school LEAs as established by local, state and SDE policies; federal regulations; Idaho Code; IDAPA rules; Idaho's Financial Reporting Management System (IFARMS); and Education Department General Administrative Regulations (EDGAR). Further, RISE's Board will adopt financial policies and procedures based on Idaho School Boards Association model policies for charter schools. This will include internal controls designed for effective and efficient operations, adequate safeguarding of property, assurance that property and money is spent in accordance with grant programs and to further selected objectives, and for compliance to applicable laws and regulations.

Working with Bluum, school administration will develop an accurate estimate of the school's budget based on school funding formulas. The budget will be developed in accordance with the requirements and timelines set forth by the State Department of Education (SDE). A budget hearing will be held as outlined in policy with proper notice given. At the budget hearing, the board will provide feedback and approve the budget. The board of directors expects to amend the budget at least once per year to reflect funding adjustments. Proper meeting notice will be given prior to presenting the budget to the board for amendment.

RISE's board of directors will be responsible for the financial management of the school. The board of director's role in financial management will include, but not be limited to the following:

- Establishment of operating and capital budgets
- Long term financial planning and preparations
- Review of budget-to-actual financial performance providing for adequate oversight of financial performance and adjusting expenditures as needed to ensure operation within the budget
- Review of cash flow projections
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles
- Approval of the school's financial report each month including invoices and expenditures
- Receive proper financial training as needed to monitor the school's financial performance and ensure financial viability and success

RISE will maintain all financial records in accordance with Generally Accepted Accounting Principles (GAAP) and will follow all requirements set for by the Idaho State Dept of Education.

Board Knowledge of Finances

RISE's board of directors consists of members with financial expertise (see Appendix C1-C4):

- Michelle Schutt - Responsible fiscal management is a core value to Michelle's work. She currently monitors fiscal resources for all student services areas at the College of Southern Idaho totaling $9 million annually. Last year she had the opportunity to collaboratively write a $20,000 grant for bleed control kits which will allow for faster response in case of a mass casualty event on campus. Recently CSI was awarded a $10,000 grant to foster a suicide prevention initiative on campus. Throughout her work at various institutions she has developed experience with a variety of budget models including zero-based, incremental, activity-based, and most recently, outcomes-based.
- Tyler Rands – has previously served as secretary on a board of directors and successfully runs his own legal practice.
- Lacee Clinger - has worked in finance most of her professional career. She has done daily reconciliations of deposits as well as monthly billings of 3rd party vendors and receipting payments. She has also kept ledgers of the petty cash and general safe for the College of Southern Idaho.
- Danae Klimes - has worked in the banking and finance industry for over 20 years. She has served as Treasurer for several non-profits and service organizations over the years including the Twin Falls Optimist Club, Kimberly Youth Association, Kimberly Booster Club, and her homeowners Irrigation Association - Prairie Ridge Subdivision Irrigation Association. Her degree from BSU is in Business Management with minors in Human Resource Management and Computer Information Systems.

Description of Facility Needs

When Kimberly School District opened a new elementary school, space within previously occupied buildings became available. It was the desire of Kimberly School District's board to use this space for an exploratory school that will be innovative and provide opportunities not available in the traditional system. RISE Charter School will occupy the space available within the Round Building and the Intermediate Center. In total, this space will accommodate occupancy of 400-450. The Round Building contains 5 classrooms, and the Intermediate Building has 8 classrooms plus office and library space. Teacher workrooms are also available in both buildings. 1 classroom in the Intermediate Building is set up to accommodate a computer lab. At full capacity with 450 total students, 50 students per grade level, the space will allow for 2 rooms each for 4th and 5th grade, 4 rooms for 6-8 grade, 4 rooms for 9-12 grade, and additional large area spaces that will be designed as makerspaces.

As a district authorized charter school, Kimberly School District is committed to making opportunities within the district available to charter school students. Therefore, RISE students will have access to music, physical education, and career technical programs, spaces, tools, and equipment within the district. Furthermore, RISE is partnering with the College of Southern Idaho making their programs, courses, labs, and resources available to RISE students.

RISE is entering into a contract with Kimberly School District to provide the facilities described above. RISE will pay KSD a lease fee based upon the school's state revenues (see Appendix A1 and F1). This arrangement will benefit RISE as it gets established and enrollment increases. KSD will benefit as the amount of building revenue received will increase as more students move from the district to RISE.

As the facilities RISE will use have previously been occupied as classrooms and other student and staff space, they meet all code requirements, and it is anticipated that remodel is not necessary.

Section III: Board Capacity and Governance Structure

Governance Structure

RISE Charter School will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors pursuant to the Idaho Non-Profit Corporations Act, I.C. § 30-3001 *et seq*. RISE Charter School commits to compliance with all federal and state laws and rules and acknowledges the responsibility for identifying essential laws and regulations and complying with them. RISE Charter School will comply with Idaho's Open Meeting and Public Record laws. The members of the Board will also abide by the ethical standards adopted by the Idaho School Boards Association, as amended and in effect from time to time.

The Board of Directors will operate pursuant to its Bylaws, a copy of which is attached to the Appendix hereto. Idaho law requires no less than 3 members of the Board of Directors for any non-profit entity. Pursuant to the Bylaws of RISE Charter School, the initial size of the Board of Directors will be set at five. As further explained in this section, the Board of Directors will serve staggered terms and gradually transition from initial formation to operational stages. Annual selection and election for Board members of the Board of Directors will be held according to the Bylaws.

The Board of Directors will elect from its membership at least the following officers who shall have the following responsibilities:

- Board Chair: The Chair shall, when present, preside at all meetings and conduct meetings in the manner prescribed by the Board's policies. The Chair shall be the principal executive officer of the corporation and, subject to the control of the Board of Directors, shall be responsible to establish the agenda for all meetings of the stakeholders of the Corporation and all meetings of the Board of Directors and ensure that all participants in

such meetings have access to the materials necessary for their participation. The Chair shall serve as the chief liaison between the Board of Directors and the school administration and as the primary signing agent for all official Board documents. The Chair shall also be responsible to ensure compliance by the Board of Directors with the performance certificate, the Board manual, if any, and these corporate Bylaws.

- Board Vice Chair: In the absence of the Chair or in the event of his/her death, inability or refusal to act, the Vice Chair shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair.
- Board Secretary/Clerk: The Secretary/Clerk shall: (a) keep the minutes of the proceedings of the members and of the Board of Directors (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records, excepting the financial records; (d) keep a register of the post office address of each Board member which shall be furnished to the clerk by such Board member; and (e) in general perform all duties incident to the office of clerk and as prescribed by the Board and the School Administrator.
- Board Treasurer: The Treasurer shall: (a) serve as the chief liaison with the business manager for the school; and (b) in general perform all of the duties incident to the office of treasurer as prescribed by the Board, including without limitation (i) having charge over all funds of RISE; and (ii) overseeing proper management of funds. To the extent deemed necessary by the Board of Directors, RISE may engage the services of accounting and/or bookkeeping professionals to assist the Treasurer in order to meet the needs of RISE in monitoring financial performance and ensuring financial viability and success, including, if necessary, a part time business manager to provide operations oversight for RISE.

RISE Charter School's Board of Directors has the ultimate control over the school and all employee and parent concerns. If a parent or employee has a concern, he or she will first attempt to resolve the issue with the school administrator. If the issue cannot be resolved with the school leader, the parent or employee will attempt a resolution by bringing it before the RISE Charter School Board of Directors.

Additionally, the Board of Directors is responsible for the following:

- Policy development and review
- Educational goals, short-term and long-term
- Financial well-being of the school
- Long-term operational oversight (not day to day)
- Legal compliance with local, state, and federal regulations
- Adopting, advocating for, and overseeing a responsive school budget that meets the school goals and needs of all students
- Conducting an annual self-evaluation of its own leadership, governance, and teamwork

- Communicating and interpreting the school's mission and vision as well as other matters to stakeholders and the general public
- Selection and evaluation of the school administrator
- Serving as the liaison between RISE and the Authorized Chartering Entity
- Approving recommendations of the school administrator with respect to changes in staffing, programs, discipline, or curriculum

Upon approval of a charter, the Board will develop a policy manual which shall include policies for: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Noninstructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy - or both.

The Board of Directors may create one or more committees and appoint members of the Board of Directors to chair them. Members of the committees other than the chairperson need not be directors. Each committee may have two or more members, who shall serve at the pleasure of the Board of Directors. The provisions of Bylaws which govern meetings, action without meetings, and quorum and voting requirements of the Board of Directors, shall apply to committees and their members as well. Committees will gather input from various sources, analyze data, and report recommendations back to the Board. Possible committees could include, but are not limited to, ones focused on academic excellence, student and staff recruitment, or finance. Committees will keep meeting minutes to share with the Board of Directors in order to provide updates of their progress. Committees will report to the Board at Board meetings at designated intervals determined by the Board, reviewing their analysis and making recommendations. The Board will have the ultimate decision on whether to implement the recommendations from committees.

The school administrator will report directly to the Board, specifically the Board Chair. The school administrator will be responsible for day to day operations of the school and all reporting to the Idaho State Department of Education and the Board of Directors. The school administrator will be responsible for human resources, school finances, special education, legal and ethical compliance, testing, and professional development. The school administrator is also responsible for supervision of certified and non-certified staff, food service, grounds and maintenance, curriculum development and any other areas of day to day operations. For further detail on organizational structure, please see Appendix D4.

RISE Charter School Board of Directors will explore becoming a member of a Board organization, such as Idaho School Boards Association (ISBA).

Initial Board Member Qualifications

The Board of RISE Charter School is comprised of the following members:

Danae Klimes is currently employed as a commercial & agricultural loan officer for D.L. Evans Bank. She previously worked in various business relationship roles within the local financial industry. As such, she brings a tremendous wealth of knowledge and abilities in finance and management, as well as community connections, to the RISE Charter School Board of Directors. She holds a bachelor's degree in business administration.

Lacee Clinger has **worked in finance most of her professional career, most recently with the College of Southern Idaho as an Account Technician. In that role, she reconciled daily deposits and oversaw monthly billings of 3rd party vendors and receipting of payments. She also kept ledgers of the petty cash and the general safe for the college. She brings invaluable experience and resources in financial management for the RISE Charter School Board.**

Michelle Schutt is currently employed as the Vice President of Student Services for the College of Southern Idaho in Twin Falls. In this role, she oversees seven direct reports and 70 student employees in the areas of Student Affairs, Dean of Students, Admissions, Registrar, Financial Aid, Advising, Counseling Services, Career Services, Campus Security, Disability Services, International Student Services, Veterans Services, Multicultural Student Services, New Student Orientation, Student Conduct, and Title IX. Her current employment is just the latest in a number of positions of increasing responsibility within college and university systems. She holds a B.A. in English Education, two Master's Degrees in Teaching with an English concentration and Social Responsibility, and a PhD in Education and Human Resource Studies with a specialization in higher education. She is passionate about education and consistently seeks for opportunities to apply her knowledge and experience for the betterment of her community. She previously served as a School Board President in Pennsylvania, and as a School Transition & Planning Team member for the Kimberly School District.

Tyler Rands has been engaged in the private practice of law for 12 years. He began his own firm in 2016 as a sole practitioner with no support staff and has since expanded it considerably. He has substantial experience in business formation and governance, contracts, employer personnel issues, litigation, and real and personal property lease, sale, and acquisitions, including lender-backed financings. He has represented clients in numerous high dollar loans and asset sales totaling tens of millions of dollars. He is also passionate about the arts, as a byproduct of a strong music program both in high school and in college. He is a member of the reigning barbershop quartet champion for the Northwest Region of the International Barbershop Harmony Society. He holds an undergraduate degree in Microbiology and a J.D. from Michigan State University.

The initial Board of RISE Charter School brings together individuals who have experience in finance, management, education, law, business and school governance and administration. These individuals also have skills in running day-to-day school and business operations, building new school buildings, designing curriculum, and crafting professional development. From the exploratory stages of RISE Charter School, Keelie Campbell and Michelle Schutt have taken a

lead role in developing. Keelie Campbell will serve as the school administrator. She has received a new school fellowship, which is managed by Bluum, to establish RISE. Heidi Child has also assisted in the development of the RISE Charter School project with increasing responsibility. She will split administrator responsibilities with Keelie and will serve as a part-time principal and project-based learning coach for RISE. All Board members are engaged at least monthly, reviewing progress on the school, offering insights about how to move forward, and providing guidance and expertise. There is currently a vacancy in the Board. The Board members are seeking to fill this position through their community connections. It is anticipated that an individual will be found with business expertise and recognition in the community. The Board could have filled this vacancy with Keelie Campbell or Heidi Child, but it was believed this would only be a short-term resolution requiring them to step down shortly after approval because of their other duties as administrators and the potential conflict that would create.

Transition Plan

RISE Charter School will be governed by its initial Board, with members serving on staggered terms to ensure continuity and flow. There is no intention to have a founding Board and a permanent Board. The initial Board has agreed to serve in their current capacities according to the following schedule.

Position	Person	Term Ending
Director 1	Danae Klimes	June 2022
Director 2	Lacee Clinger	June 2022
Director 3	Michelle Schutt	June 2023
Director 4	Tyler Rands	June 2023
Director 5		June 2023

Vacancies in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors. A Director elected to fill a vacancy shall be elected for the un-expired term of his/her predecessor. At the expiration of his/her term, a Board member will have an option to continue to serve or resign. If a Board member resigns, their resignation will become official during the regular July Board of Directors meeting in the year indicated in the chart above. In April of each year, Board members whose terms end that June will provide a letter of intent to remain or resign from the Board of Directors. The Board of Directors will vote to accept the resignation or the intent to remain on the Board in the regular annual meeting.

When a Board member resigns or is removed, the Board will seek replacement members. New members of the Board of Directors will be interviewed, announced, and appointed at an appropriate Board meeting. The focus of RISE Charter School is Board continuity. The Bylaws

allow for change in the makeup of the Board of Directors through appointments and reappointments every three years to encourage stability and to allow for fresh perspective and new talents to RISE Charter School. Terms of the Board will take place at the culmination of each fiscal year as to ensure proper timing for training of new Board members and to allow Board members time to become acquainted with RISE Charter School before they set the budget for the following fiscal year.

As RISE Charter School transitions to operational phases, the Board will take concrete steps to avoid the pitfalls of "founders' syndrome." First, the Board will develop a framework of specific roles and responsibilities. By having a written framework, the Board and the administrator will have a common understanding of what is expected of each party. The Board will develop specific role sheets for the Board members built around this framework, both to provide clear expectations for the current Board and future Board members. The Board will also create clear expectations for the responsibilities of the charter school administrator. The Board understands the importance of having clear guidelines established to refer to when Board members overstep the boundaries of their roles. These guidelines will help the Board govern and allow the administrator to manage the day-to-day operations of the school.

Second, the Board will seek to schedule Board development training through the Idaho Charter Schools Network or a similar organization centered around avoiding founder's syndrome through strong governance strategies, which will provide additional clarity for both the Board and the charter administrator's roles. The Board plans to have training annually to revisit the topic of governing versus management to ensure all parties continue to have a common understanding of the role of the Board.

Third, the Board will purposely structure the Board meetings to direct the Board's attention to matters of policy and strategy through a clear agenda. The Board was purposefully recruited to provide a wide variety of professional skills and use that expertise in governing the school. The focus of Board meetings will center around monitoring school progress toward meeting the student achievement and other objectives agreed to in the charter contract, budget approval, school-wide policies, strategic planning, and charter school administrator appraisal and support. Through the purposeful setting of agendas for Board meetings, the Board plans to avoid meddling in the day-to-day operations.

Finally, the Board will proactively recruit new Board members to join the Board as founding Board members complete their terms on the Board. The Board understands that for the organization to continue to thrive and flourish beyond the founders' vision, it needs to have additional perspectives added to the Board. The recruitment strategy for these new Board members is outlined in the next section.

Board Recruitment and Training

RISE Charter School Board of Directors were recruited with the best interest of the students in mind. Each member is dedicated to providing a high quality, rigorous educational experience for all students. Many of the founding Board members have experience in education. This was done intentionally to help guide the vision and mission of the school and keep it in the forefront of the

school community. The Board also is made up of members with professional skills, which allows the Board to better serve the school by providing the governing entity a variety of perspectives necessary to run a school well.

The Board is committed to recruiting and developing potential Board members. Our Board plans on utilizing committees made up of parents and community patrons to help govern the school. One such committee will be a Board Development Committee, which will be tasked with recruiting and nominating potential Board members. Each year, the Board will complete a Board composition matrix, which details the strengths and the areas of need of the current Board. As specific skill sets are identified as needing strengthened or added, the Board Development Committee will seek out potential Board members who possess those specific skills. By defining the skills needed to maximize the talents of the Board, the Board will have a clear sense of recruiting priorities.

Once potential recruits are identified based on the needs of the Board, the Board Development Committee will contact potential candidates. If they are interested in serving, the committee will help these potential Board members understand the roles and responsibilities of the Board. They will also explain the charter contract and will ensure the recruits' values align with the mission and vision of the school.

One source of potential Board recruits will come from other committees. The members of committees already have a vested interest in serving the school. The Board plans on utilizing these existing connections to build the capacity of potential Board members and seek interested parties.

As new Board Members are added, each is provided with a New Board Member Welcome Packet, which contains information regarding responsibilities of being a Board Member. Within the packet responsibilities listed include, but are not limited to: Board Member roles, state statute for charter schools, ethical standards, meeting laws, policies, financial reports, budgets, and other responsibilities.

In the future, as decided by the Board Chairman, there may be a training scheduled to include, but not limited to the following roles and responsibilities of a Board:

- Open Meeting Laws
- Ethics and Governance
- Management & Board Roles
- The Value and Best Use of Committees
- Academic Excellence, Defining and Understanding Measurement
- Understanding financial audits
- Strategic Planning

As appropriate, the Board may include other training, including external training, as needed based on costs and time. Potential training may come through the Idaho Charter School Network, the Idaho School Boards Association, or other regional trainings. The Chairman will make sure

the Board is aware of these opportunities. Board members will be encouraged to attend parent and staff educational meetings, as well as school fundraisers and events.

Upon approval of the charter, the Board will evaluate its needs relative to training available through ISBA or similar organizations and will enroll and select training programs in which it will participate. A similar assessment and enrollment will take place annually to ensure the growth of the Board.

Section IV: Student Demand and Primary Attendance

Primary Attendance Area

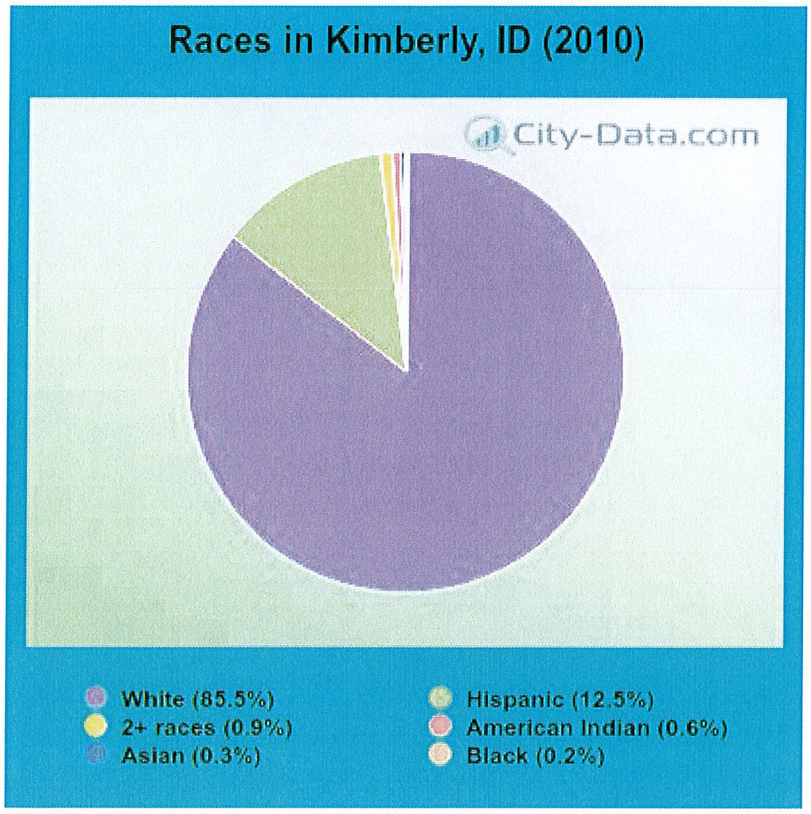
The Primary Attendance Area for RISE Charter School will be Kimberly School District. Kimberly School District is located in Kimberly, Idaho and has been known as a bedroom community to Twin Falls, Idaho. This small rural, agricultural-based community has an ever-increasing number of residential housing but limited number of businesses. Kimberly is located between Hansen, Idaho and Twin Falls, Idaho. "With a 2020 population of 4,196, it is the 38th largest city in Idaho and the 5256th largest city in the United States. Kimberly is currently growing at a rate of 2.87% annually and its population has increased by 28.55% since the most recent census, which recorded a population of 3,264 in 2010. Spanning over 2 miles, Kimberly has a population density of 2,349 people per square mile."[51]

"The average household income in Kimberly is $69,652 with a poverty rate of 12.70%. The median rental costs in recent years comes to $865 per month, and the median house value is $167,000. The median age in Kimberly is 35.1 years, 35.9 years for males, and 33.9 years for females. For every 100 females there are 104.5 males."[52]

[51] World Population Review. (2020). Kimberly, Idaho Population 2020. Retrieved August 25, 2020, from https://worldpopulationreview.com/us-cities/kimberly-id-population

[52] World Population Review. (2020). Kimberly, Idaho Population 2020. Retrieved August 25, 2020, from https://worldpopulationreview.com/us-cities/kimberly-id-population

The demographics of Kimberly, Idaho[53] can be seen in the pie chart below:



Student Demand

RISE Charter School will accept all students who apply to and are drawn in a lottery system. Every effort will be made to ensure that the student population of RISE Charter School mirrors the demographics of Kimberly School District and the surrounding community, including intentional recruitment of all social and cultural groups.

Our small town of Kimberly currently has 6-8 new subdivisions in the planning stages or under construction, this represents approximately 400 new families that will potentially seek an education through our school district. Our schools were currently operating at 98% capacity during the 2019-20 school year, so a new school will not only offer new pedagogical opportunities for students but will also alleviate overcrowding in the other district schools.

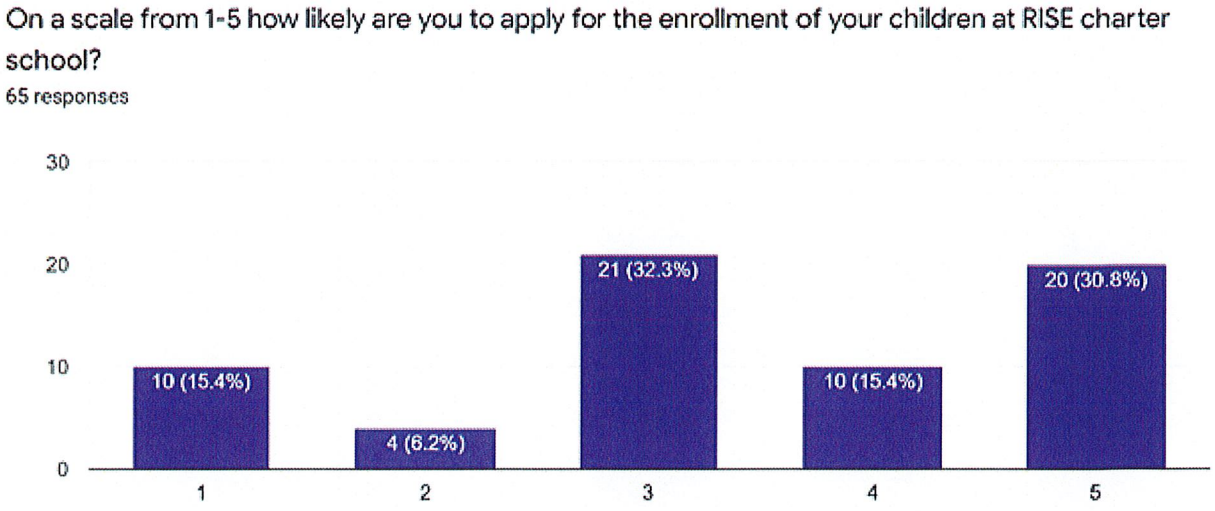
---

[53] Kimberly, Idaho. (2020). Retrieved from http://www.city-data.com/city/Kimberly-Idaho.html

Within the Kimberly School District boundaries are two elementary schools, one middle school and one high school. There are no other schools within the school boundaries including but not limited to private, charter, magnet, or alternative schools. In the nearby town of Twin Falls, however, are several other educational opportunities including 5 religious based private schools, two alternative schools (one grades 6-8, one grades 9-12) and one charter school.

RISE charter school will offer a more customized educational format that is different than the other schools in the district; one that implements new pedagogy that will help our graduates rise to the challenges that they will face in this ever-changing world. The curriculum at RISE will give students the opportunity to become proficient at the basic foundational skills deemed common core standards, but also offer invaluable personalized learning that hones the 21st century skills of Creativity, Critical Thinking, Communication, and Collaboration. We will also encourage our students to seek for projects that develop their character and enable them to benefit the community.

A Google survey was designed and distributed to the community through social media to ascertain the level of interest in our school, and determine what parents and students were seeking in a new school in our district. One question asked was how likely they were to apply for the enrollment of their children in RISE Charter School. The following graph represents the summary of their responses with 1 representing highly unlikely and 5 representing highly likely:

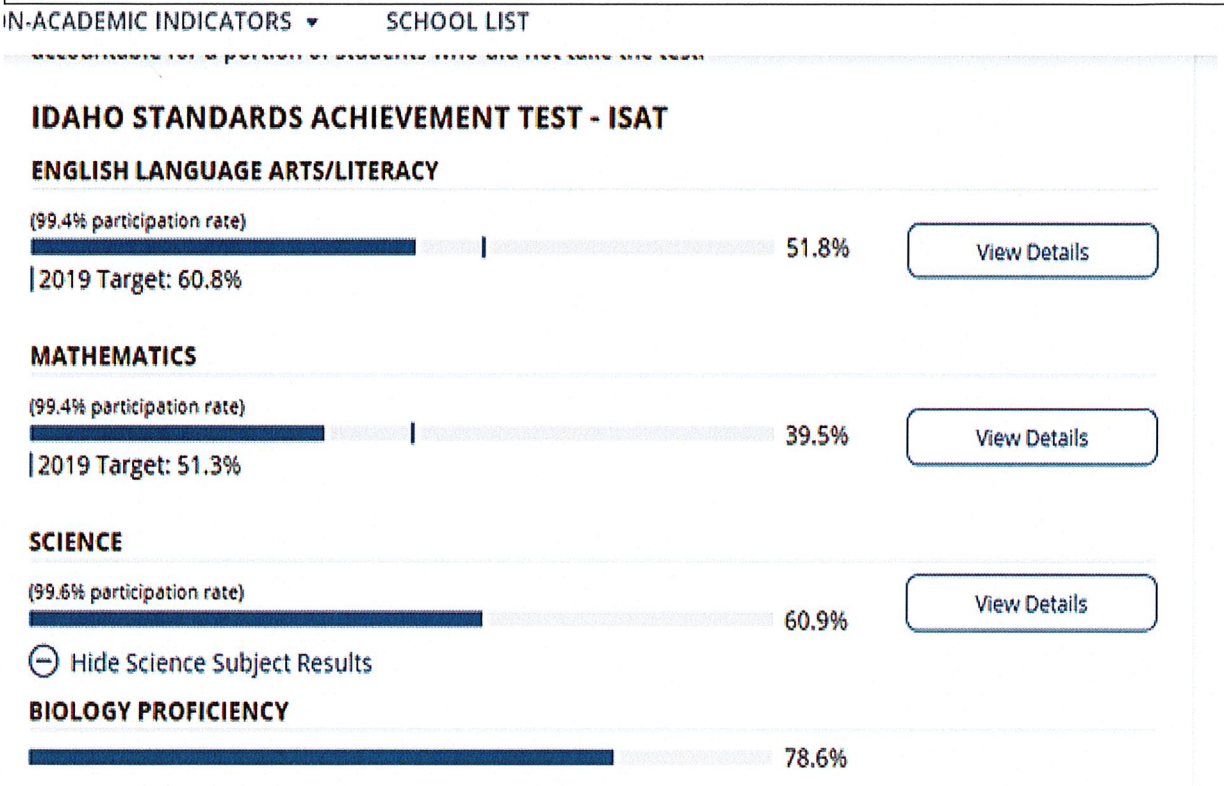


A significant portion, 21 of 65 responses or 32% of those surveyed said that they needed more information about the school before they could make the decision to apply for the enrollment of their students. Ninety-three percent of those surveyed indicated that they were most interested in the individualized education model, and 50% of those survey indicated a desire to have their students involved in a curriculum that is project based. Additionally, 46% of the responses

indicated that the 1:1 mentoring of teachers to students would interest them in enrolling their students in the school[54]. It is notable that only about 22% of survey respondents indicated they are not likely to consider enrollment in RISE, leaving just under 80% open to RISE as an educational option for them.

The 2020 Academic Report card for all grades K-12 in Kimberly School District are displayed below. The average scores from 2019 for both the standardized ISAT English and Language Arts and Mathematics tests are slightly below the state average, but average Science scores are slightly above the state average.

KIMBERLY SCHOOL DISTRICT 414: School Year 2019-20



[54] Child, H. (2020). RISE Charter School. Retrieved August 26, 2020, from https://docs.google.com/forms/d/1SDQqWLAxwh1m08U3uTkJ8W_Z6r5AAsk2tH3kWnMM5dQ/edit#responses

Students who demonstrate early success in college and career preparation opportunities have an increased likelihood of entry to, and success in, education and career training after high school.

MEETING COLLEGE READINESS BENCHMARKS About this metric

39.8% View Details

⊕ View Benchmarks Sections

PARTICIPATION IN COLLEGE AND CAREER READINESS COURSES About this metric

>94% View Details

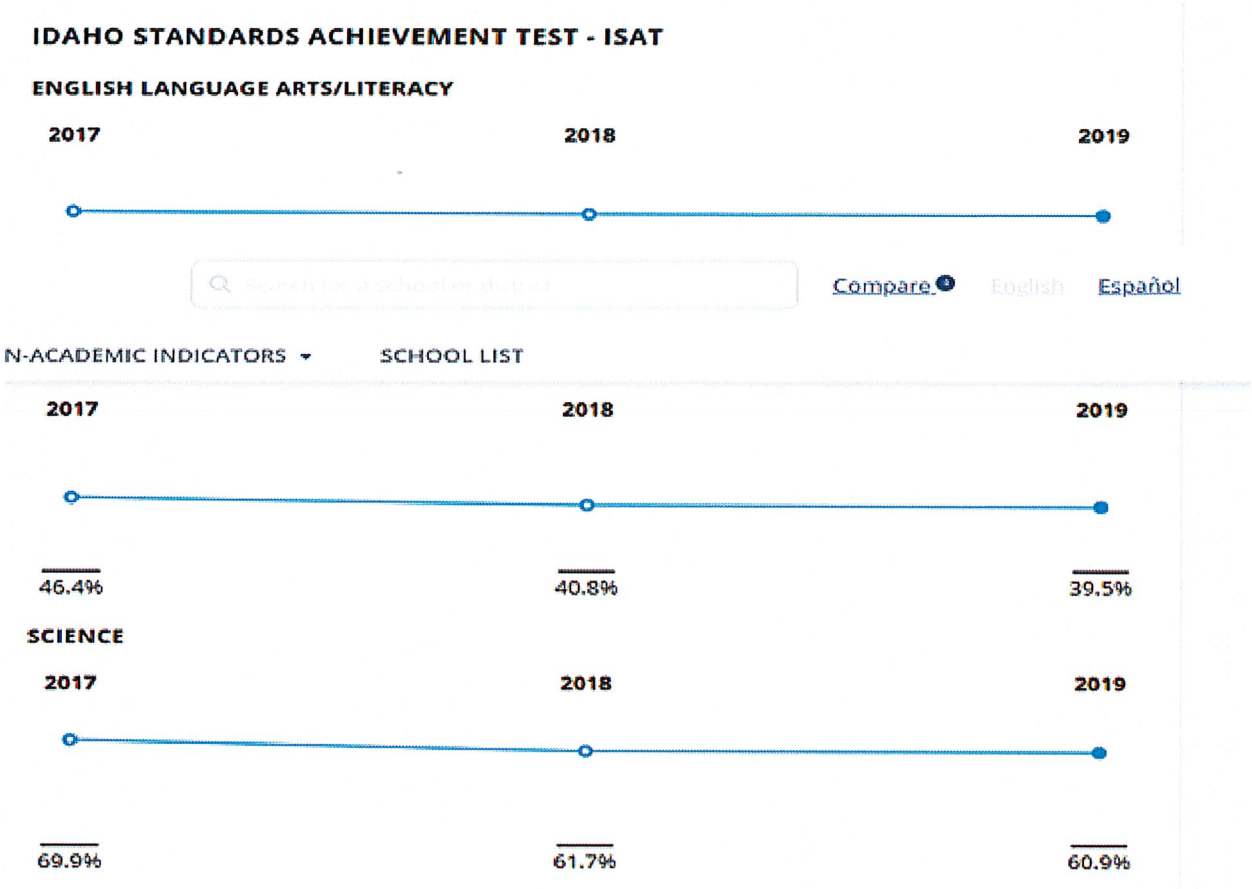
⊕ View College/Career Readiness Details

ENROLLMENT IN GRADE 8 MATHEMATICS COURSES About this metric

96.0% View Details

ENROLLMENT IN GRADE 9 MATHEMATICS COURSES About this metric

95.8% View Details



While Kimberly School District's academic and non-academic performance measures indicate it is a high performing district, there is a need and opportunity for a new school option that will complement the strengths of the district while providing a new innovative program. An additional model may assist even more students in achieving proficiency and developing 21st century skills. RISE see this as an opportunity to partner with the district in expanding proficiency levels and sharing innovative practices throughout the district.

The Academic goals for RISE charter will be to exceed the district or state ELA, Math & Science proficiency rates by 5% or more. RISE also has a goal to exceed the district or state growth rates and percent of students who meet college and career readiness benchmarks by 5%.

All four schools in the Kimberly School District have offered the traditional pedagogical models found in the United States for over 100 years: desks in rows, one teacher to a classroom of students, teacher expels information, students learn it and then are assessed on it. It is in the best interest of all members of the Kimberly community to introduce RISE Charter School with a new pedagogical model that is centered around student's interests, incorporates more flexible and personalized learning, and provides students with relevant, challenging and engaging project-based learning. RISE's instructional model prioritizes hands-on deeper learning and design thinking, providing students opportunities to develop mindsets which set them up for success in school and life beyond school.

Student Population

Kimberly School District has approximately 2,000 students. At full capacity RISE can accommodate 400-450 total students. The table below shows the demographic makeup of Kimberly School District. The board of RISE plans to recruit a demographic of students who reflect the makeup of the district with an expectation of matching it within 5%.

	Latino or Hispanic	White	Low Income	English Language Learners	Students with Disabilities
Percent of Student Population	14%	84%	34%	4%	7%

Kimberly School District's student enrollment has been growing at an average of about 4% over the last 4 years. Current and projected enrollment for each school is shown below. Projected enrollment based on 2% growth in the district is shown in Appendix F7.

Grade	2020-21 KSD Enrollment	2021-22 KSD Enrollment	2021-22 RISE Enrollment	2022-23 KSD Enrollment	2023-23 RISE Enrollment	2023-24 KSD Enrollment	2023-24 RISE Enrollment
4	135	150/125	25\50	127/102	25/50	130/105	25/50
5	157	137/112	25/50	152/127	25/50	129/104	25/50
6	146	157/132	25/50	140/115	25/50	155/130	25/50
7	171	144/119	25/50	160/135	25/50	142/117	25/50
8	153	169/144	25/50	147/122	25/50	162/137	25/50
9	157	171		172/147	25/50	150/125	25/50
10	141	160		174		175/150	25/50
11	132	158		163		152/127	25/50
12	124	151		160		141/116	25/50
Total	1204	1397/1272	125/250	1395/1245	150/300	1336/1111	225/450

*Enrollment numbers based on minimum/maximum capacity of RISE Charter School. 2020-21 KSD numbers differ from the projected numbers in Appendix F7 due to Covid-19. It is anticipated that numbers will return closer to projections in the following years.

Enrollment Capacity

RISE Charter School plans to open in the fall of 2021 with grades 4-8. The second-year grade 9 will be added. By the third year we will have a better understanding of the community interest in the school and capacity of staff. We plan to add at a minimum grade 10 with the option of adding grades 10-12 all at once if the demand exists. We plan to open with a minimum of 25 students per grade level in year one. This should allow us to be financially viable during the startup year. RISE has decided on a minimum opening target of 25 students per grade level with a maximum capacity of 50 per grade level. Our budget indicates we plan on staffing 7 total teachers the first year. Our intention is to apply for the Federal Charter School Expansion grant that could be used to fund additional staff if needed. Class sizes with only 1 teacher per grade level or content area would be 25.

The total student body a full capacity and enrollment if each grade level is filled to the maximum number of students proposed is 450. The table below shows maximum enrollment numbers at each grade level.

Grade	Year 1 2021-2022	Year 2 2022-2032	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026
4	50	50	50	50	50
5	50	50	50	50	50
6	50	50	50	50	50
7	50	50	50	50	50
8	50	50	50	50	50
9		50	50	50	50
10			50	50	50
11				50	50
12					50
Total	250	300	350	400	450

Alternate Option:

If demand exists, RISE may decide to add grades 10-12 the third year rather than continuing to add one year at a time. By adding all 3 grades at once, staffing will likely be more feasible, and we hope to be able to offer more opportunities with increased student numbers.

Grade	Year 1 2021-2022	Year 2 2022-2032	Year 3 2023-2024	Year 4 2024-2025	Year 5 2025-2026
4	50	50	50	50	50
5	50	50	50	50	50
6	50	50	50	50	50
7	50	50	50	50	50
8	50	50	50	50	50
9		50	50	50	50
10			50	50	50
11			50	50	50
12			50	50	50
Total	250	300	450	450	450

RISE will include both the children of Founders and the children of full-time staff members in the initial lottery preference. Children in this lottery preference will comprise no more than 10% of the authorized enrollment caps. As Kimberly School District is the primary attendance area, students living within Kimberly School District boundaries will receive lotter preference above any living outside of these boundaries.

Community Partnerships and Local Support

RISE Charter School has been partnering with Kimberly School District and the College of Southern Idaho through the planning stages of the school. Each of these entities has committed to collaborate with RISE in offering opportunities, courses, space, tools, equipment, etc. As available to meet the needs of RISE students. An important component of the charter is that RISE students have the same opportunities as Kimberly School District (KSD) students. This will enable them to participate in KSD extracurricular activities, clubs, CTE programs, and other activities. Likewise, The College of Southern Idaho (CSI) is partnering with RISE for access to their services, programs, and facilities.

RISE board of directors and staff will be reaching out to community business partners. The agriculture industry is big in our area. As such, we will seek partnerships with local businesses in this industry. Members of Glanbia and Cliff Bar have been involved in some of the pre-planning work for the school. St. Lukes, Title One, local media, and many other companies exist locally where there is potential for establishing partnerships. We will be working to forge partnerships for internships, projects, mentoring, real-world problem solving, entrepreneurship, experiential service, and business incubation with these and other local businesses.

As project-based learning and design thinking are new to most RISE staff and students, we have contacted the Buck Institute PBL Works and Stanford's d School to provide support, resources, and training in these areas. We are hoping to establish a district partnership with PBL works for sustained support that will assist RISE in reframing and refocusing the culture our staff and students will be transitioning from to one of innovation, creativity, student ownership, and self-direction that RISE intends to build. Additionally, through partnering with Stanford's d School and their K-12 lab, we will be able to help our teachers understand the design thinking process and effectively implement it throughout the school.

Schools across the nation are already effectively implementing programs like what RISE will offer. One Stone is a private school located in Boise, Idaho that we have already connected with and intend to expand that connection. They have effectively implemented design thinking and student driven learning. High Tech High is another model we will be exploring opportunities for a partnership with since they have firmly established PBL and deeper learning communities of practice. Our goal is to partner with these schools to identify opportunities to learn from their practices and effectively implement them into the workings of RISE Charter School.

RISE has already established a partnership with Bluum and the J.A. Kathryn Albertson Family Foundation (JKAFF). JKAFF is a critical partner who funds Bluum New School Fellowships. Keelie Campbell was awarded a fellowship providing money and resources to develop RISE Charter School. Additional grant opportunities are available through JKAFF for the establishment of charter schools. RISE will seek to secure some of this grant funding to support staff development including supporting our partnerships with PBL works and

Stanford d School. We also anticipate using this funding to build our makerspace innovation labs for prototyping and testing.

Other Community partnerships that RISE will establish will be designed to assist our families in need. These partnerships will include Deseret Industries Community Grant which provides funds for families in need to obtain merchandise, Family Health Services where families in need can receive medical and dental services, and other local agencies providing a myriad of resources for students and families in need.

Enrolling Underserved Families

The board of RISE desires to be intentionally diverse and inclusive. Although, our community is not highly diverse, RISE will seek to enroll as many underserved families as possible. The following services should help attract this population:

- Marketing RISE Charter School as a free public school that is accessible to all families;
- Staffing adequate special needs staff including special education;
- Embedding ELL services into the school programs and utilizing ELL staff from Kimberly School District, employing the use of an ELL consultant and other staff as enrollment numbers dictate;
- Providing free transportation throughout the attendance area;
- Providing a school lunch and breakfast program;
- Partnering with community agencies who provide services to underserved families.

Equal Opportunity Statement

All enrollment information shall advise all prospective students will be given equal opportunity to enroll int eh public charter school regardless of race, color, national origin, religion, gender, social or economic status, or special needs.

Advertising

RISE Charter School will advertise before and during the enrollment lottery. We will send out direct mailers to families in the Primary Attendance Area. The mailers will be sent to Spanish speaking families in their native language. Mailers will explain the nature of charter schools and RISE's instructional program as well as enrollment procedures. We will also hold open house events and provide advertising materials at KSD parent teacher conferences, in school offices, and at events. KSD's Superintendent plans to promote the school at City Council, Chamber of Commerce, Lion's Club meetings, etc. RISE has already begun advertising on social media with a Facebook page and on KSD's website. We already have 114 followers on Facebook. We are in the process of developing our own website. Our social media apps provide instant access as a recruiting tool in reminding families of events, deadlines, and where to find additional information.

Section V: School Leadership and Management

Leadership Roles

The Board of Directors of RISE Charter School is the governing authority of the school designated to plan and direct all aspects of operations consistent with the Bylaws, Articles of Incorporation, Performance Certificate, and Charter. The board shall concern itself primarily with broad questions of policy rather than with administrative details. The application of policies is a duty to be performed by the administrator who shall be held responsible for the effective administration and supervision of the entire school system. Specific board duties are outlined in the RISE Charter School policy manual.

RISE will have a fulltime administrator who reports to the Board of Directors. All certified employees will be under the direction of the administrator whom they will report to and be evaluated by. Classified employees will be evaluated by their immediate supervisor under the direction of the administrator. Day to day operational decisions concerning curriculum, discipline, staffing, and instruction will be made by the administrator. The administrator will also develop the budget which will then be approved by the Board of Directors. The board expects the administrator to be both an instructional leader of the school and a systems manager.

RISE Charter School's policy manual contains specific descriptions of the relations and responsibilities of the Board and school leader.

Shared Leadership

The administrator is required to know effective management strategies, state and federal law requirements, and school policy as set by the Board of Directors and implement, strategies, policies, and procedures on a consistent basis. Operationally RISE's philosophy of leadership is a shared and collaborative model. This translates into soliciting stakeholder input and feedback for decision making purposes. Methods for involving stakeholders may include developing a school leadership team, establishing committees, task forces, or focus groups. These groups may consider the effectiveness of the instructional program, needs of the school community, inner workings of the school, fulfilling the mission and vision of the school, and other topics the group deems relevant to their role. The administrator should capitalize on the strengths of the staff and community members, delegating responsibilities when appropriate to help manage the duties of running the school and to build capacity across the school system. The administrator and all staff members are expected to adhere to the Code of Ethics for Idaho Professional Educators.

Instructional Leadership

RISE's Board of Directors expects the administrator to be an effective instructional leader. This will require the administrator to be well informed and up to date on best instructional practices for students and professional develop for staff. The administrator must understand the philosophy of inquiry-based instruction and its implications for practice in project-based, deeper learning, and design thinking models. It is the duty of the administrator to plan and deliver professional development to fulfill the mission and vision of the school. Additionally, the administrator must be well versed in the gathering and use of data. It is expected that the

administrator will lead staff in analyzing data to identify trends, plan instruction, and make decisions to guide the continuous cycle of improvement for the school. Holding a current and valid Idaho Certificate with an Administrator Endorsement (or the ability to obtain one) is an expectation for the administrator. Another component of Instructional Leadership involves hiring quality staff members who uphold the mission and vision of the school and implement the instructional model with integrity.

School Climate

Establishing a positive climate and strong culture is essential to the success of RISE Charter School. This will require the administrator to build relationships with staff, students, families, and the community. The school leader is viewed as a representative of the school who advocates for students and the school with all stakeholders in the community. The ability to communicate the mission and vision of the school is essential to this role. It will be vital for the administrator to find ways to bring the community into the school through volunteer service, project coaching, inquiry projects, or other means to foster a sense of belonging within the community.

Administrator Evaluation

The Board will conduct a written formal evaluation, at least annually, of the performance of the administrator using standards and objectives outlined in the Idaho Principal Evaluation Framework[55]. The Board shall include progress toward the targets for student outcomes. The timeline of evaluation will follow Idaho Code and be written in policy adopted by the Board of Directors after the charter petition is approved.

[55] Idaho Principal Evaluation Framework (https://www.sde.idaho.gov/federal-programs/edeffectiveness/files/professional-principals/Idaho-Principal-Evaluation-Framework.pdf)