RISE CHARTER SCHOOL

Serving Kindergarten-12th Grade

Serving Kimberly & Surrounding Districts

Kimberly, Idaho

Opened Fall 2021

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Non-Discriminatory Statement:

RISE 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.

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Section I: Executive Summary

R.I.S.E.:

- **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 a 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:

In our school, every person matters. We embrace our mistakes as opportunities to learn. We strive to see the connections between our learning and the real world. Together we will create an inspiring learning community.

Strategic Plan:

1. Build a strong sense of community and belonging.
2. Students will develop critical thinking skills, including core skills and habits of success.
3. Create a strong leadership framework with clarified roles, project ownership, and distribution of key responsibilities.
4. Establish a structured communication system and a positive working culture between school management and governance.

Summary:

RISE Charter School is a grades K–12 project-based expeditionary school that prioritizes serving students in the Kimberly School District, but also serves students from nearby communities. 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). RISE will establish and sustain a close working relationship with the district to complement its strengths while maintaining a positive sense of community. Students will have opportunities to participate in district activities alongside RISE programs, with best practices shared between the two entities.

RISE will provide additional learning opportunities with a focus on individual strengths and interest-based learning. Students will engage in learning expeditions grounded in investigation and relevance, gradually assuming responsibility for self-directed learning goals. Secondary students will have access to dual credit and college courses, career pathways, internships, certifications, work-based learning, and self-directed study, enhancing college and career readiness. Academic guidance and advising will support students in exploring and developing their strengths and interests.

Intentional Problem-Based Learning is central to RISE's instructional model, fostering innovation, creative energy, engagement, commitment, inquiry, collaboration, problem-solving, and solution-finding. Students will take ownership of their education while developing the knowledge, skills, character traits, and habits for success in life.

Community Need:

Kimberly School District's Long-Range Plan (2015) recommended transitioning the elementary school into two neighborhood schools of 450–500 students each to foster community and reduce transitions. A building committee created a 20-year master plan, resulting in a bond levy approved in 2016. Part of the plan was to convert the round and intermediate buildings into an exploratory school, designed to provide innovative opportunities not available in traditional schools. A cross-section of stakeholders, including KSD staff and community members, helped refine the goals of this exploratory school through surveys and discussions.

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 the world through service-oriented, experiential projects designed to build community and character, applying their knowledge and passion to solve real-world problems.

Section II: 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

RISE Charter School prepares **K–12 students** for a rapidly changing, globalized world. Our approach emphasizes **Intentional Problem-Based Learning**, real-world problem solving, exploration, self-direction, and student ownership. Students engage in meaningful, relevant learning connected to their interests and strengths, fostering critical thinking, creativity, collaboration, and adaptability.

The *Age of Agility* report highlights that the workforce of the future will require technical expertise, problem-solving, communication, curiosity, innovation, and adaptability (Gaulden & Gottlieb, 2017). Likewise, research from *Public Agenda* shows Americans believe schools should develop both academic and career skills, yet many students and employers report gaps in critical thinking, problem solving, and work habits (Schleifer & Silliman, 2018).

Students develop 21st-century skills including research, communication, and collaboration. RISE provides flexible learning opportunities, adaptable spaces, and partnerships that promote creativity, entrepreneurship, and global awareness.

Culture of Deeper Learning

RISE uses deeper learning principles to ensure students:

- Master rigorous academic content
- Develop critical thinking and problem-solving skills
- Collaborate effectively
- Communicate clearly
- Learn how to learn
- Cultivate a growth-oriented academic mindset

Dr. Daggett's Rigor/Relevance Framework advocates high rigor/high relevance to equip students for jobs five or more years in the future (SMMA, 2020). The National Research Center identifies three domains of deeper learning: cognitive (content knowledge, critical thinking), interpersonal (collaboration, communication), and intrapersonal (learning how to learn, mindset) (Huberman et al., 2014).

Teachers serve as facilitators, guiding **K–12 students** in **Intentional Problem-Based Learning** experiences that emphasize higher-order thinking, self-directed learning, and applying knowledge to real-world challenges.

Student Ownership

Students set learning goals, monitor progress, and adapt strategies as needed. They apply study skills, reflect on growth, collaborate, and use failures as opportunities to improve. **Intentional Problem-Based Learning** fosters resilience, perseverance, and purpose, allowing students to connect learning to meaningful challenges.

Core Values

Empowered Students – Students actively shape their learning and contribute to their communities through meaningful projects and real-world problem solving (Spira, 2020).

Effective Teachers – Teacher effectiveness is the most critical factor in student learning (Wright, Horn, & Sanders, 1997). RISE respects teacher expertise and provides flexibility for inquiry-driven, student-centered instruction.

Growth Mindset – Capabilities can be developed, and embracing effort, reflection, and learning from failure fosters achievement (Dweck, 2016).

Creativity and Innovation – Students engage in inquiry, generate ideas, explore solutions, and apply learning across disciplines through **Intentional Problem-Based Learning**.

Knowledge Application – Students master content while developing the skills and dispositions to transfer learning to new, real-world contexts.

Academic Achievement Standards

RISE ensures **K–12 students** are college- and career-ready and equipped to make positive contributions to society. Student progress is guided by clear goals, relevant data, and ongoing reflection. **Intentional Problem-Based Learning** ensures active engagement, critical thinking, problem solving, and student ownership of learning.

Academic Performance Metrics

School Goal	Measurement Metric
RISE will exceed state ISAT proficiency rates in ELA, Math, and Science by 5% or more.	State Standardized Assessments in ELA, Math, and Science
NWEA MAP math and reading average **growth** will meet or exceed the 50th percentile.	NWEA MAP National Norms – Growth Percentile

NWEA MAP math and reading average **achievement** will meet or exceed the 50th percentile.

RISE's 4-year graduation rate will meet or exceed 90%.

NWEA MAP National Norms – Achievement Percentile

State Graduation Rate

College and Career Readiness

School Goal	Measurement Metric
95% of RISE high school students will participate in college and career readiness (CCR) courses, internships, or complete a project.	State CCR participation indicator; internship participation rates
100% of RISE students will complete at least one project each semester.	Project completion records; CCR course or internship completion rates

Student Engagement and School Culture

School Goal	Measurement Metric
60% of RISE students will report being engaged in their learning.	Annual student survey measuring engagement and perceptions of learning
80% of parents will report that the school provides a caring, safe, and supportive environment and partners effectively with them in their child's education.	Annual parent survey measuring agreement with school climate and partnership statements
80% of staff will report that the school provides appropriate resources, support, and a positive professional culture.	Annual staff survey measuring agreement with statements regarding resources, support, and school culture

Assessment and Accountability

Students at RISE Charter School will participate in all state-mandated assessments as required by Idaho Code. A designated testing coordinator will oversee the school's testing program to ensure compliance with all state requirements and proper administration procedures. All assessments will be administered within the testing windows established by the Idaho State Department of Education.

In addition to statewide testing, RISE will administer the **NWEA Measures of Academic Progress (MAP)** assessment twice annually in the fall and spring. These nationally normed assessments measure student growth relative to individual starting points and provide actionable data for instructional planning. The fall assessment establishes a baseline to identify areas where differentiation or targeted support may be needed, while the spring assessment measures growth over the course of the academic year.

Teachers and administrators will use multiple sources of assessment data—including statewide assessments, MAP results, classroom assessments, and project-based performance tasks—to monitor student progress and guide instructional decisions. Professional Learning Communities (PLCs) will meet regularly to analyze student performance data, identify trends, design targeted interventions, and evaluate the effectiveness of instructional strategies. This collaborative process ensures a guaranteed and viable curriculum supported by high-quality instruction in every classroom.

Curriculum-Based Assessment

RISE Charter School will implement a balanced system of **formative and summative assessments** designed to measure student progress toward both **content mastery and the development of critical thinking and habits of success**.

Assessment practices will emphasize demonstration of learning through authentic performance tasks, including projects, presentations, written analyses, and collaborative problem-solving activities. Student work will be evaluated using standards-aligned rubrics that measure the application of knowledge, reasoning, and communication skills.

These rubrics help students understand expectations, monitor their own progress, and develop the ability to transfer skills across academic disciplines as they progress toward college and career readiness.

Educational Design and Instructional Model

The traditional structure of schooling largely reflects an industrial-era model in which students are grouped by age and expected to progress through the same learning experiences at the same pace. While this system supported the workforce demands of the past, the modern economy increasingly requires individuals who can adapt, learn continuously, and solve complex problems.

Research suggests that **up to 47 percent of jobs may be automated within the next two decades**, requiring workers to adapt across multiple career fields during their lifetimes (Gaulden & Gottlieb, 2018). Additionally, the fastest-growing job sectors increasingly demand **problem-solving, collaboration, and critical thinking skills**, while routine manual labor positions continue to decline. By 2020, **two out of every three jobs required education or training beyond high school** (Achieve, 2016).

In response to these changing workforce demands, RISE Charter School is designed to prepare students not only with strong academic foundations but also with the **skills, habits, and dispositions necessary to thrive in a dynamic and complex world**. The school's instructional model emphasizes **project-based learning, inquiry, collaboration, and real-world application**, enabling students to develop both knowledge and the ability to apply that knowledge in meaningful contexts.

Project-Based Learning and Deeper Learning

Project-based learning is a central instructional strategy at RISE Charter School. Through sustained inquiry, students gain knowledge and skills by investigating **authentic and complex questions or challenges** (PBLWorks, 2017).[23]

The instructional design at RISE is informed by research and practices associated with **Deeper Learning**, **Design Thinking**, and **Expeditionary Learning**.[12,13,14] These approaches emphasize active learning, student engagement, and real-world relevance.

Research indicates that deeper learning environments help students develop the ability to **transfer knowledge across contexts**, applying concepts learned in one situation to new challenges (Perkins, 2014).[18] These experiences strengthen both academic understanding and the critical thinking skills required for success beyond school.

Critical Thinking and Cognitive Skill Development

RISE places a strong emphasis on developing higher-order thinking skills commonly referred to as the **Four Cs**:

- Creativity
- Critical Thinking
- Communication
- Collaboration

Educational researcher **David Perkins** describes these competencies as essential for preparing students to succeed in a rapidly changing world (Perkins, 2014).16

RISE will also incorporate principles from **New Pedagogies for Deep Learning**, which emphasize the importance of **community and character development alongside academic learning** (Fullan & Scott, 2014).17

Research suggests that the most effective learning environments engage students in **authentic inquiry, collaborative problem solving, and active investigation** (Barron & Darling-Hammond, 2008).21 These approaches help students develop transferable cognitive skills that can be applied across academic disciplines (Perkins, 2014).22

Students at RISE will develop these skills through structured learning experiences that include:

- Textual analysis
- Research and use of sources
- Inquiry and investigation
- Analysis and synthesis of ideas
- Written and oral communication
- Presentations and product creation

Content Knowledge and Academic Foundations

While critical thinking and applied learning are central to the RISE model, strong **content knowledge** remains essential for academic success. Research demonstrates that mastery of academic content supports higher-order thinking by providing the knowledge base necessary for analysis and reasoning.

Students at RISE will engage deeply with core academic disciplines including literacy, mathematics, science, and social studies. Instruction will incorporate multiple learning modalities and opportunities for students to demonstrate mastery in varied ways.

Research indicates that:

- Students must master rigorous academic content to succeed in college and careers (Conley, 2012).24

- New learning builds upon existing knowledge structures (Bransford, Brown, & Cocking, 2000).25
- Learning improves when students encounter content through multiple modalities and experiences (Schwartz, Tsang, & Blair, 2016).26
- Students benefit from multiple opportunities to demonstrate mastery and apply knowledge in new contexts (American Institutes for Research, 2016).28

Habits of Success

In addition to academic knowledge and critical thinking, RISE emphasizes the development of **Habits of Success**—the mindsets, behaviors, and dispositions that support learning and long-term achievement.

Research demonstrates that non-cognitive factors such as **growth mindset, perseverance, and self-regulation significantly influence academic performance and long-term success** (Farrington et al., 2012).31

The Habits of Success framework used at RISE draws upon the **Building Blocks for Learning model** developed by Dr. Brooke Stafford-Brizard, which integrates decades of research on social-emotional learning and child development (Stafford-Brizard, 2016).29

Key habits cultivated at RISE include:

- Growth mindset
- Academic perseverance
- Self-awareness and self-regulation
- Collaboration and relationship skills
- Curiosity and self-direction

Research further indicates that learning environments that foster belonging, trust, and collaboration support stronger academic engagement and student motivation (Romero, 2015).45

Approaches to student behavior and discipline will emphasize **restorative practices**, which research shows improve school climate and strengthen relationships among students and staff (Fronius et al., 2016).36

Mentoring

Strong relationships between students and adults are foundational to the RISE model. Research indicates that positive mentoring relationships support academic engagement and emotional

development by fostering **attunement, warmth, consistency, and responsive support** (Cantor, 2018).39

Each student will participate in regular mentoring with a teacher or staff member. These mentoring meetings will support:

- Goal setting and reflection
- Academic planning
- Development of time management and study strategies
- Exploration of personal strengths and interests

Students will also participate in peer mentoring communities that promote collaboration, belonging, and mutual support.

Developing a Sense of Purpose

RISE Charter School seeks to graduate students who possess a strong **sense of purpose** and a clear vision for their future.

Research indicates that individuals with a well-developed sense of purpose are more likely to persist toward long-term goals and demonstrate higher levels of motivation and well-being (Damon, 2008).41

Through project-based learning, mentorship, career exploration, and community engagement, students will develop self-awareness and identify pathways aligned with their interests, values, and strengths. These experiences prepare students to transition successfully to postsecondary education, careers, and civic life.

Developmental Progression of Project-Based Learning (Grades 4–12)

Project-based learning (PBL) at RISE Charter School is intentionally designed to **develop progressively from guided inquiry in the upper elementary grades to independent, real-world application in high school**. This scaffolding ensures that students gradually build the academic knowledge, cognitive skills, and habits of success necessary for college, career, and civic readiness.

Research shows that deeper learning occurs when students engage in **authentic, inquiry-based experiences that require investigation, collaboration, and reflection** (Barron & Darling-Hammond, 2008).21 Project-based learning provides a structure for this type of learning by allowing students to investigate meaningful questions and apply their knowledge to real-world contexts (PBLWorks, 2017).23

At RISE, projects are designed to grow in **complexity, independence, and real-world relevance** as students progress through grade levels.

Grades 4–5: Foundations of Inquiry and Collaboration

In grades 4 and 5, project-based learning focuses on helping students develop the **foundational skills necessary for inquiry-based learning**. At this stage, projects are highly structured and teacher-guided.

Students will learn how to:

- Ask questions and conduct basic research
- Work collaboratively with peers
- Organize information and develop simple explanations
- Present their learning through written, visual, or oral formats
- Reflect on their learning process

Projects at this level often integrate multiple subject areas through **thematic units**, helping students make connections between disciplines while developing curiosity and confidence as learners.

These early experiences build foundational cognitive skills and align with research indicating that **students develop higher-order thinking gradually within guided learning environments** (Bruner, 1960; Vygotsky, 1978).19

Grades 6–8: Expanding Inquiry and Critical Thinking

During middle school, project-based learning expands to include **more complex problem-solving, research, and interdisciplinary connections**. Students begin to take greater ownership of their learning while continuing to receive structured guidance from teachers.

Students will increasingly:

- Conduct independent research using multiple sources
- Analyze and synthesize information
- Develop and test solutions to complex problems
- Collaborate in teams with defined roles and responsibilities
- Present and defend their ideas to authentic audiences

Projects may involve community-based problems, design challenges, or interdisciplinary investigations that require students to apply knowledge from multiple subject areas.

This stage reflects research demonstrating that students deepen their understanding when they actively **analyze, evaluate, and synthesize knowledge rather than simply recall information** (Perkins, 2014).16

Middle school students also begin to develop stronger **Habits of Success**, including perseverance, organization, self-regulation, and collaborative skills, which are critical to academic achievement and long-term success (Farrington et al., 2012).31

Grades 9–12: Application, Innovation, and Real-World Learning

In high school, project-based learning shifts toward **greater independence, specialization, and real-world application**. Students will design and complete complex projects that require sustained inquiry, critical thinking, and problem-solving.

High school students will:

- Design and manage long-term projects
- Conduct in-depth research and data analysis
- Apply academic knowledge to real-world problems
- Collaborate with peers, mentors, and community partners
- Present professional-quality work to authentic audiences

Projects may include **community-based initiatives, entrepreneurial ventures, research investigations, internships, or career exploration experiences**. These projects allow students to explore personal interests while developing practical skills aligned with their future goals.

Research shows that experiential learning opportunities such as internships, career exploration, and applied research help students develop **self-knowledge and a sense of purpose**, which are critical for successful transitions to college and careers (American Institutes for Research, 2016; Damon, 2008).41

Culminating Learning Experiences

By the end of high school, students will demonstrate mastery through **culminating project-based experiences** that integrate academic knowledge, critical thinking, and habits of success. These projects may involve:

- Community problem-solving initiatives
- Career-connected learning experiences
- Interdisciplinary research projects

- Public presentations or exhibitions of learning

These experiences provide students with opportunities to demonstrate the ability to **apply knowledge, communicate effectively, collaborate with others, and solve complex problems**—skills widely recognized as essential for success in the modern workforce (Perkins, 2014; Conley, 2012).16,24

Continuous Skill Development

Across all grade levels, project-based learning supports the development of transferable skills including:

- Critical thinking
- Collaboration
- Communication
- Creativity
- Self-direction
- Perseverance

Research indicates that these competencies are best developed through **active learning environments where students take responsibility for their learning and engage with authentic problems** (Barron & Darling-Hammond, 2008).21

Through this developmental progression, RISE Charter School ensures that students build the knowledge, skills, and dispositions necessary to succeed in **college, careers, and lifelong learning**.

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 strive to reflect the demographics of the Kimberly School District through active recruitment and intentional supports designed to serve a diverse population of students.

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 Speech Language Pathologist and School Psychologist services

• Contracting occupational therapy (OT) and physical therapy (PT) services

• Utilizing Kimberly School District's Migrant Family Liaison

• Providing professional development for staff focused on serving students with disabilities, English language learners, and students from low socioeconomic backgrounds

• Providing social-emotional learning and support for students

• Utilizing Kimberly School District nursing staff to provide health services and instruction

• Employing a counselor to provide academic guidance and social-emotional support

• Developing an effective Multi-Tiered System of Supports (MTSS) including academic, behavioral, and social-emotional supports such as Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS)

• Partnering with community organizations to provide additional support to students and families

To meet the needs of the expected demographics, RISE will hire a special education teacher. This teacher will collaborate with general education teachers and families to develop individualized education plans (IEPs) for qualifying students and will provide specialized instruction aligned with each student's needs. This individual will also serve on the MTSS team and assist with planning and implementing targeted interventions.

Due to the relatively small number of English Language Learners within the primary attendance area, services will initially be provided primarily by classroom teachers. RISE will partner with Kimberly School District to utilize the services of the ELL Consultant, Migrant Family Liaison, and other ELL supports (see Appendix F1). As enrollment grows and the need arises, RISE will hire an ELL paraprofessional, teacher, or consultant to provide additional support.

The tables below illustrate the demographic composition of Kimberly School District, which will serve as the primary attendance area for RISE. The RISE board intends to recruit a student

population that closely reflects this demographic composition, with an expectation of matching district demographics within approximately five percent.

Enrollment by Race/Ethnicity

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

Student Group	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 serving RISE's diverse student population, the professional development program will emphasize highly effective instructional practices designed to meet the needs of all learners. Training will focus on instructional differentiation, intervention strategies, and inclusive practices for students with disabilities, English language learners, and struggling learners. Staff will also receive training to provide enrichment and extension opportunities for high-achieving students.

During recruitment and lottery enrollment, RISE staff will host informational events and work closely with community leaders to build relationships with families and strengthen connections between the school and the broader community.

Special Education

RISE Charter School implements a research-based approach to special education that incorporates best practices in curriculum, instruction, and service delivery. A special education

teacher provides specialized instruction and ensures compliance with all legal requirements for identification, evaluation, and documentation.

The school utilizes Kimberly School District's Speech-Language Pathologist and School Psychologist and contracts with qualified providers for occupational and physical therapy services. Facilities meet all accessibility requirements.

The Board adopts the current **Idaho Special Education Manual** and the **Idaho School Boards Association Model Policy Manual for Charter Schools**, including policies related to special education. Policies are regularly updated to remain compliant with federal and state law, including the **Individuals with Disabilities Education Act (IDEA)**.

RISE establishes and maintains an ongoing **Child Find system** to identify students with disabilities ages three through twenty-one, including those who are homeless, wards of the state, or attending private schools. The school coordinates with the Idaho Department of Health and Welfare for services for children from birth to age two. Information is disseminated via registration materials, the website, social media, email, and newsletters.

Students are evaluated for eligibility following Idaho Special Education Manual procedures. Once eligible, an **Individualized Education Program (IEP)** is developed and implemented promptly. Progress is monitored using classroom performance, assessments, and other data, with regular communication to families.

RISE ensures a **Free Appropriate Public Education (FAPE)** for all eligible students in the **Least Restrictive Environment (LRE)** whenever appropriate. Services may include related services, transition services, supplementary aids, and assistive technology. Students have full access to academic, nonacademic, and extracurricular activities.

Instructional Models and Supports

RISE provides a flexible continuum of services to meet individual needs, including:

- Full inclusion in general education classrooms
- Co-teaching models
- Push-in support
- Pull-out specialized instruction

Paraprofessionals support students across settings as needed. While inclusive learning is prioritized, students receive the level of support required for academic and social-emotional success. All staff share responsibility for student outcomes.

Gifted and Talented

Students are identified for advanced academic ability using multiple measures, including standardized assessments (MAP, ISAT) and cognitive assessments administered by the school psychologist. Those performing significantly above grade level or demonstrating gifted characteristics are served through differentiated instruction and enrichment opportunities.

The inquiry-driven, project-based RISE instructional model allows advanced learners to extend learning beyond grade-level expectations. Strategies recommended by Carol Ann Tomlinson (1995) and implemented at RISE include:

- Alternative and extension activities for students who have mastered content
- Accelerated pacing
- Flexible grouping
- Graduated task rubrics co-developed by teachers and students
- Open-ended questions promoting critical thinking
- Higher-level thinking tasks aligned with Bloom's Taxonomy (analysis, evaluation, synthesis)

Inquiry-based learning, design thinking, and student-directed pathways ensure advanced learners are challenged appropriately.

Student Support

Every student is paired with a mentor who meets weekly to provide guidance, goal-setting support, and reflection on progress. Mentors foster resilience, self-direction, and perseverance while connecting school experiences to long-term goals. This structure supports independent learning and reinforces RISE's mission to develop lifelong learners.

Professional Development Plan

RISE prioritizes high-quality teaching as a driver of student success. The professional development (PD) program focuses on strengthening instructional practice and equipping teachers with tools to support all learners.

Ongoing Professional Learning

- Year-round PD aligned with RISE's mission and instructional model
- Partnerships with Bluum and innovative schools for professional learning opportunities

Systems Training

Annual mandatory training covers:

- Special education, Section 504, and English learner services
- FERPA, McKinney-Vento, mandatory reporting
- Suicide prevention, bullying and harassment prevention, Title IX
- Ethics and health training provided by Kimberly School District

Instructional Coaching

A lead teacher, in collaboration with administration, provides coaching and support through:

- Modeling lessons
- Co-teaching and collaborative planning
- Peer observation and instructional rounds
- Targeted feedback

Teachers participate in data analysis training to guide instructional decisions. **Professional Learning Communities (PLCs)** support collaboration on assessment, best practices, RTI implementation, teacher evaluation, and onboarding.

Teacher Evaluation

Teachers are evaluated using research-based evaluation methods and the **Danielson Framework for Teaching**, adopted by the State of Idaho will be used for the formative evaluation annually. Individualized professional learning plans support ongoing professional growth. Board policies ensure consistent evaluation and accountability for all staff.

Section III: Board Capacity and Governance Structure

Governance Structure

RISE Charter School is a legally and operationally independent K-12 charter school established by the nonprofit corporation's Board of Directors pursuant to the Idaho Non-Profit Corporations Act, I.C. § 30-3001 et seq. The school operates in full compliance with federal and state laws, including Idaho's Open Meeting and Public Records laws. Board members adhere to ethical standards adopted by the Idaho School Boards Association (ISBA). The Board operates pursuant to its Bylaws (see Appendix).

The Board currently consists of five members, serving staggered terms to ensure continuity and effective governance. Annual selection and election of Board members are conducted in accordance with the Bylaws. Idaho law requires no fewer than three Board members.

The Board elects officers with the following responsibilities:

- **Board Chair:** Presides over Board meetings, establishes agendas, serves as liaison with school administration, and signs official documents.
- **Board Vice Chair:** Performs duties of the Chair in their absence.
- **Board Secretary/Clerk:** Maintains minutes, provides required notices, serves as custodian of corporate records, and performs duties prescribed by the Board and school administrator.
- **Board Treasurer:** Oversees financial management, coordinates with accounting/bookkeeping professionals, and monitors school funds.

The Board provides ultimate oversight of RISE and all employee and parent concerns. Issues unresolved with school administration may be escalated to the Board.

Board Responsibilities

The Board is responsible for:

- Policy development and review
- Setting and monitoring educational goals
- Overseeing financial well-being and long-term operational oversight
- Ensuring legal compliance with local, state, and federal regulations
- Adopting and monitoring a responsive school budget
- Conducting annual self-evaluation of governance and teamwork
- Communicating the school's mission and vision to stakeholders
- Selecting and evaluating the school administration
- Serving as liaison with the Authorizing Entity
- Approving administrator recommendations regarding staffing, programs, discipline, and curriculum

The Board maintains a policy manual that includes Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Noninstructional Operations, School Facilities, and Philosophy. Policies are publicly accessible.

Committees

The Board may create committees with Board or community members. Committees gather input, analyze data, and report recommendations on focus areas such as academic excellence, student/staff recruitment, finance, and community engagement. Committees maintain meeting minutes and report to the Board, which retains final authority on recommendations.

Administration Team

The administration team consists of:

- **Executive Director:** Oversees overall school operations, strategic planning, finances, compliance, and board relations. As a small single-site charter school, the Executive Director participates directly in instructional leadership, teacher coaching, professional development, and student services.
- **Principal:** Oversees daily K-12 instructional leadership, curriculum implementation, teacher support, professional development, and student services. Responsibilities overlap with the Executive Director, particularly in teacher coaching and student support.

The administration reports to the Board Chair and is responsible for day-to-day operations, human resources, special education compliance, curriculum development, staff supervision, food service, facilities, and all state reporting.

Board Member Structure and Terms

Board members serve staggered terms to ensure continuity. Vacancies are filled by majority vote for the unexpired term. Members submit annual letters of intent; the Board votes to accept resignations or continued service. Annual training reinforces governance best practices and prevents founders' syndrome.

Board Recruitment and Training

The Board actively recruits members with complementary skills. The Board Development Committee identifies gaps, recruits candidates, and ensures alignment with the school's mission. New members receive a Welcome Packet with responsibilities, policies, and statutory requirements.

Board training includes:

- Open Meeting Laws
- Ethics and Governance
- Management vs. Board Roles

- Committee Best Practices
- Academic Excellence and Measurement
- Financial Oversight and Audits
- Strategic Planning

Training may be provided by the Idaho Charter Schools Network, ISBA, or other regional programs. Board members are encouraged to participate in school events and fundraisers.

RISE Organizational Chart

Board of Directors
├── Director 1 (Chair)
├── Director 2 (Vice Chair)
├── Director 3 (Secretary/Clerk)
├── Director 4 (Treasurer)
└── Director 5

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Administration Team
├── Executive Director
│   └── Shared responsibilities with Principal: teacher coaching, professional development, student services
└── Principal
    └── Shared responsibilities with Executive Director: instructional leadership, teacher support, student services

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School Operations & Committees
├── Academic Excellence Committee
├── Finance Committee
├── Student & Staff Recruitment Committee
├── Professional Development Committee
└── Community Engagement Committee

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K-12 Teaching Staff
├── Classroom Teachers
├── Special Education Team
└── Support Staff / Paraprofessionals

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Authorizer Staff Support
├── Federal Programs Director
├── School Psychologist
├── Special Education Consultants
├── Nutrition Director
├── Transportation & Maintenance Director
└── Title IX Director

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