RISE CHARTER SCHOOL

Serving 4th <mark>Kindergarten</mark>-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

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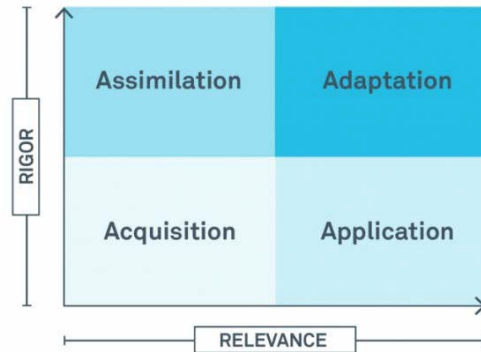
The education provided by RISE will meet this standard by employing deeper learning concepts[4]. These competencies include:

- 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~~ the state ISAT 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.~~ NWEA MAP math and reading average GROWTH will meet or exceed the 50th percentile.	~~State Standardized Assessments in ELA and Math~~ NWEA MAP National Data
~~RISE will exceed the percent of district or state students meeting college and career readiness benchmarks by 5% or more.~~ NWEA MAP math and reading average ACHIEVEMENT will meet or exceed the 50th percentile.	~~College Entrance Exams – SAT, ACT; State college and career readiness indicator~~ NWEA MAP National Data
~~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%.~~ RISE's 4-year graduation rate will meet or	State graduation rate

~~exceed 90%.~~	
~~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~~ <mark>95% of RISE high school students will participate in CCR courses, internships, or complete a project.</mark>	Project, <mark>CCR</mark> <mark>course, or internship</mark> 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/

The Self-Directed Learning Cycle

Summit Learning uses a Self-Directed Learning Cycle in its curriculum to help students prepare for life before and after graduation. This process promotes student development and autonomy in learning. With classrooms designed to promote self-direction, students learn and deliberately practice how to learn.

In the Self-Directed Learning Cycle, teachers work with students to:
- reflect on what they've learned
- set goals for what they want to learn
- plan for how they will reach their goals
- learn new facts, skills, or ideas
- show or demonstrate their learning, then reflect

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	Content Knowledge	Habits of Success	Sense of Purpose
Interdisciplinary, higher-order thinking skills	Rigorous content across all academic subjects	Behaviors, mindsets, and dispositions	Self-knowledge, values, relationships, and a credible path
Upon graduation, students will achieve level 6 or higher on every skill on the Cognitive Skills rubric.	Upon graduation, students will pass all power focus areas.	Upon graduation, students will know and understand their strengths and areas for growth in Habits of Success.	Upon graduation, students will have a long-term plan rooted in their values and interests and a credible next step toward their long-term plan.

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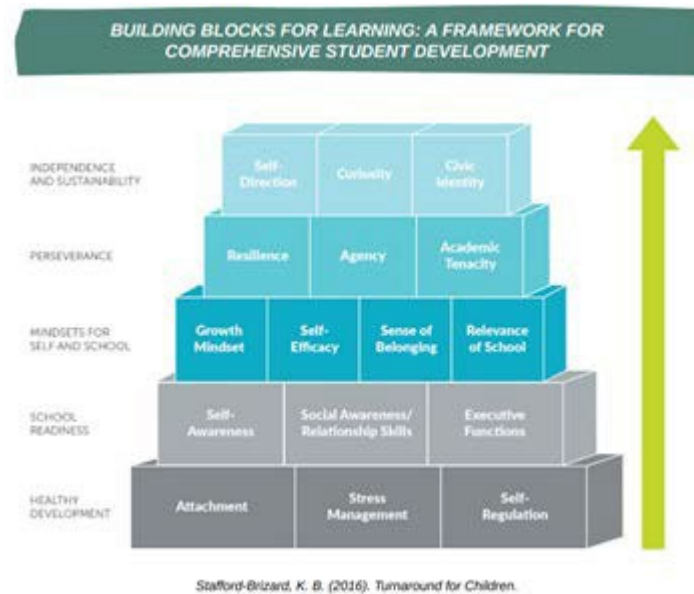
The 16 skills were chosen for the Summit model based on the following three criteria:

[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:

Races in Kimberly, ID (2010)

- White (85.5%)
- Hispanic (12.5%)
- 2+ races (0.9%)
- American Indian (0.6%)
- Asian (0.3%)
- Black (0.2%)
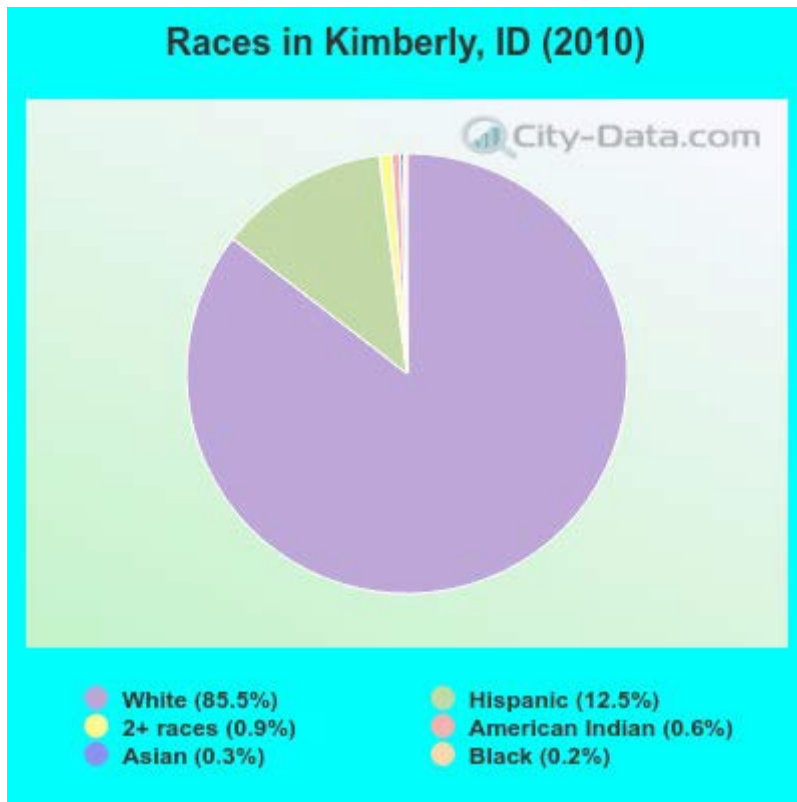
Student Demand

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:

On a scale from 1-5 how likely are you to apply for the enrollment of your children at RISE charter school?
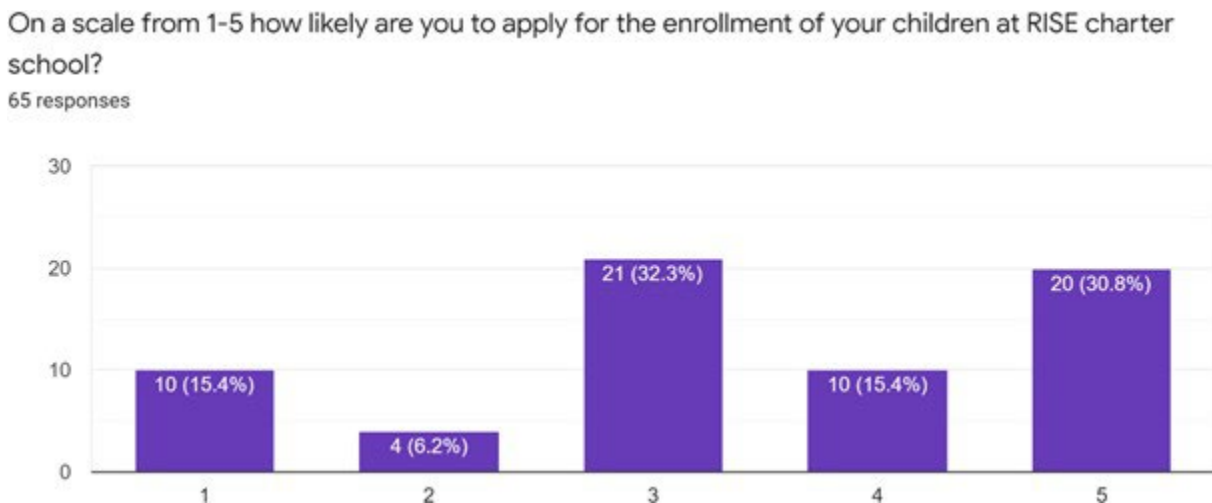
65 responses

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

N-ACADEMIC INDICATORS ▾   SCHOOL LIST

IDAHO STANDARDS ACHIEVEMENT TEST - ISAT

ENGLISH LANGUAGE ARTS/LITERACY

(99.4% participation rate)

51.8%   [View Details]

|2019 Target: 60.8%

MATHEMATICS

(99.4% participation rate)

39.5%   [View Details]

|2019 Target: 51.3%

SCIENCE

(99.6% participation rate)

60.9%   [View Details]

⊖ Hide Science Subject Results

BIOLOGY PROFICIENCY

78.6%

---

[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% ❶   [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]

IDAHO STANDARDS ACHIEVEMENT TEST - ISAT

ENGLISH LANGUAGE ARTS/LITERACY

2017	2018	2019

Q Search for a school or district   Compare ● English   Español

N-ACADEMIC INDICATORS ▾   SCHOOL LIST

2017	2018	2019
46.4%	40.8%	39.5%

SCIENCE

2017	2018	2019
69.9%	61.7%	60.9%

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, Board Members, and the children of RISE Charter School and Kimberly School District staff members in the initial lottery preference. 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)

BUDGET PROJECTION WORKSHEET
RISE CHARTER SCHOOL

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027

Financial Statement Summary

		2021-2022		2022-2023		2023-2024		2024-2025		2025-2026		2026-2027	
Enrollment:		125		150		175		200		225		225	
State Revenues		$ 1,122,209		$ 1,422,230		$ 1,736,854		$ 2,053,681		$ 2,363,930		$ 2,475,854	
Federal CSP Grant		$ 353,097		$ 27,845		$ -		$ -		$ -		$ -	
Total Revenues:		$ 1,475,306		$ 1,450,075		$ 1,736,854		$ 2,053,681		$ 2,363,930		$ 2,475,854	
Operating Expenses		$ 1,306,566	91%	$ 1,086,450	86%	$ 1,517,546	88%	$ 1,720,891	87%	$ 1,963,151	87%	$ 1,965,135	87%
Facility Lease Payment, Based on 12% of State Revenue (Not CSP)	12%	$ 135,000		$ 171,000		$ 208,000		$ 246,000		$ 284,000		$ 297,000	
Total Expenses		$ 1,441,566		$ 1,257,450		$ 1,725,546		$ 1,966,891		$ 2,247,151		$ 2,262,135	
Net Income		$ 33,740		$ 192,625		$ 11,309		$ 86,790		$ 116,779		$ 213,719	
Beginning Cash:		$ -		$ 33,740		$ 226,365		$ 237,673		$ 324,463		$ 441,242	
Net Income:		$ 33,740	3%	$ 192,625	14%	$ 11,309	1%	$ 86,790	4%	$ 116,779	5%	$ 213,719	9%
Ending Cash:		$ 33,740		$ 226,365		$ 237,673		$ 324,463		$ 441,242		$ 654,960	
Days Cash (Goal: > 60 days end of Year 5)		10.97		58.09		49.95		57.67		68.13		96.56	
Total Payments to Kiberly School District, percentage to the left is the facility proportion		175,596	77%	236,444	72%	284,019	73%	332,592	74%	381,167	75%	394,167	75%

Enrollment Assumptions

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
4	25	25	25	25	25	25
5	25	25	25	25	25	25
6	25	25	25	25	25	25
7	25	25	25	25	25	25
8	25	25	25	25	25	25
9		25	25	25	25	25
10			25	25	25	25
11				25	25	25
12					25	25
Total Enrollment	125	150	175	200	225	225
Students Per Teacher	17	19	13	15	16	16

Support Unit Computation

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Total Enrollment:	125	150	175	200	225	225
Enter Expected ADA %:	95%	95%	95%	95%	95%	95%
ADA:	119	143	166	190	214	214
Support Units:	**8.91**	**10.89**	**12.87**	**14.85**	**16.83**	**16.83**

School Positions

Teachers

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026			2026-2027		
4th Grade Teacher	1	$ 47,555.00	P3	1	$ 48,526.00	P4	1	$ 50,743.00	P5	1	$ 54,233.00	AP1	1	$ 57,000.00	AP2	1	$ 60,770.00	AP3
5th Grade Teacher	1	$ 47,555.00	P3	1	$ 48,526.00	P4	1	$ 54,243.00	P5	1	$ 54,233.00	AP1	1	$ 60,500.00	AP2	1	$ 64,270.00	AP3
Math	1	$ 51,055.00	P3	1	$ 52,026.00	P4	2	$ 101,486.00	P5	2	$ 115,466.00	AP1	2	$ 121,000.00	AP2	2	$ 128,540.00	AP3
English	1	$ 51,055.00	P3	1	$ 52,026.00	P4	2	$ 108,486.00	P5	2	$ 115,466.00	AP1	2	$ 121,000.00	AP2	2	$ 128,540.00	AP3
Social Studies	1	$ 47,555.00	P3	1	$ 48,526.00	P4	2	$ 101,486.00	P5	2	$ 108,466.00	AP1	2	$ 114,000.00	AP2	2	$ 121,540.00	AP3
Science	1	$ 47,555.00	P3	1	$ 48,526.00	P4	2	$ 101,486.00	P5	2	$ 108,466.00	AP1	2	$ 114,000.00	AP2	2	$ 121,540.00	AP3
Special Education / ELL Migrant, Title	1	$ 47,555.00	P3	1	$ 48,526.00	P4	1	$ 50,743.00	P5	1	$ 54,233.00	AP1	1	$ 57,000.00	AP2	1	$ 64,270.00	AP3
Project Based Learning "Coach" Heidie Child	0.5	$ 30,000.00	P4	0.5	$ 30,900.00	P5												
Project Based Learning "Coach"							1	$ 50,743.00	P5	1	$ 54,233.00	AP1	2	$ 114,000.00	AP2	2	$ 121,540.00	AP3
Internship Coordinator / College & Career Advisor				0.5	$ 24,263.00	P4	1	$ 50,743.00	P5	1	$ 54,233.00	AP1	1	$ 57,000.00	AP2	1	$ 60,770.00	AP3
Subtotal - Total Teacher Count / Compensation	**7.5**	**$ 369,885.00**		**8.0**	**$ 401,845.00**		**13.0**	**$ 670,159.00**		**13.0**	**$ 719,029.00**		**14.0**	**$ 815,500.00**		**14.0**	**$ 871,780.00**	

Administrators

	2021-2022			2022-2023			2023-2024			2024-2025			2025-2026			2026-2027		
Keelie Campbell	0.5	$ 46,800.00		0.5	$ 48,204.00		0.25	$ 24,825.00		0.25	$ 25,570.00		0.25	$ 26,337.00		0.25	$ 27,127.00	
Heidie Child	0.5	$ 30,000.00		0.5	$ 30,900.00		1	$ 71,000.00		1	$ 73,130.00		1	$ 75,324.00		1	$ 77,584.00	
Subtotal - Administration Count / Compensation	**1.0**	**$ 76,800.00**		**1.0**	**$ 79,104.00**		**1.3**	**$ 95,825.00**		**1.3**	**$ 98,700.00**		**1.3**	**$ 101,661.00**		**1.3**	**$ 104,711.00**	

BUDGET PROJECTION WORKSHEET
RISE CHARTER SCHOOL

			2021-2022		2022-2023		2023-2024		2024-2025		2025-2026		2026-2027
Pupil Services													
Counselors			1 $ 47,875.00		1 $ 50,181.00		1 $ 52,430.00		1 $ 51,119.00		2 $ 110,000.00		2 $ 117,420.00
Subtotal - Pupil Services			1.0 $ 47,875.00		1.0 $ 50,181.00		1.0 $ 52,430.00		1.0 $ 51,119.00		2.0 $ 110,000.00		2.0 $ 117,420.00
Noncertified - "Classified" Staff	Rate	Hours											
Board Clerk/Secretary	$ 25.29	262 days x 8 hrs/day	1 $ 54,590.00		1 $ 56,230.00		1 $ 57,920.00		1 $ 59,660.00		1 $ 61,450.00		1 $ 63,290.00
Paraprofessionals	$ 12.00	152 days x 7 hrs/day	2 $ 26,300.00		2 $ 27,090.00		2 $ 27,900.00		2 $ 28,740.00		2 $ 29,600.00		2 $ 30,490.00
Registrar / Attendance	$ 15.00	210 days x 8 hrs/day			0.5 $ 12,600.00		1 $ 25,956.00		1 $ 26,735.00		1 $ 27,537.00		1 $ 28,363.00
Subtotal - Noncertified			3.0 $ 80,890.00		3.5 $ 95,920.00		4.0 $ 111,776.00		4.0 $ 115,135.00		4.0 $ 118,587.00		4.0 $ 122,143.00
Total Salaries Budgeted			12.5 $ 575,450.00		13.5 $ 627,050.00		19.3 $ 930,190.00		19.3 $ 983,983.00		21.3 $ 1,145,748.00		21.3 $ 1,216,054.00

ENTITLEMENT REVENUE	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Support Units from Above	8.91	10.89	12.87	14.85	16.83	16.83
Entitlement Growth Expected %	3%	3%	3%	3%	3%	3%
Projected "Entitlement" per Support Unit	$ 29,268	$ 30,146	$ 31,050	$ 31,982	$ 32,941	$ 33,929
Projected "Entitlement" Funding	$ 260,778.00	$ 328,290.00	$ 399,614.00	$ 474,933.00	$ 554,397.00	$ 571,025.00

STAFFING AND BENEFIT FUNDING COMPUTATION

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Administration	1.0 $ 44,352.12	1.0 $ 56,710.04	1.3 $ 64,744.88	1.3 $ 79,126.19	1.3 $ 92,367.71	1.3 $ 95,138.17
Instructional	7.5 $ 432,491.77	8.0 $ 552,988.05	13.0 $ 677,390.02	13.0 $ 838,600.76	14.0 $ 1,000,934.80	14.0 $ 1,070,012.19
Pupil Service	1.0 $ 33,698.73	1.0 $ 43,171.22	1.0 $ 53,307.15	1.0 $ 59,970.25	2.0 $ 73,126.35	2.0 $ 78,059.05
Noncertified	3.0 $ 79,100.75	3.5 $ 99,578.16	4.0 $ 121,216.10	4.0 $ 144,057.99	4.0 $ 168,163.26	4.0 $ 173,205.95
Projected Salary Apportionment	$ 589,643.00	$ 752,447.00	$ 916,658.00	$ 1,121,755.00	$ 1,334,592.00	$ 1,416,415.00
Projected Benefit Apportionment	$ 112,731.00	$ 122,839.00	$ 179,573.00	$ 192,762.00	$ 224,452.00	$ 238,225.00

SPECIAL DISTRIBUTION COMPUTATION SECTION (BASED ON ADA OR ENROLLMENT, SEE SDE GUIDANCE)

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Charter School Facilities - $400 based on 2019-2020	$ 50,000.00	$ 60,000.00	$ 70,000.00	$ 80,000.00	$ 90,000.00	$ 90,000.00
Classroom Technology	$ 47,875.00	$ 50,250.00	$ 52,625.00	$ 55,000.00	$ 57,375.00	$ 57,375.00
IT Staffing	$ 11,137.50	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00
Leadership Premiums ($850 per inst staff)	$ 6,375.00	$ 6,800.00	$ 11,050.00	$ 11,050.00	$ 11,900.00	$ 11,900.00
Leadership Premiums Benefits (161.25 per inst staff)	$ 1,249.00	$ 1,332.00	$ 2,165.00	$ 2,165.00	$ 2,331.00	$ 2,331.00
Is this Y1?	y	N	N	N	N	N
School Facilites Funding (Lottery) ($64 per ADA) - NOT AVAIL Y1	$ -	$ 9,120.00	$ 10,640.00	$ 12,160.00	$ 13,680.00	$ 13,680.00
Math and Science Requirement	$ -	$ 33,100.00	$ 33,100.00	$ 33,100.00	$ 2,900.00	$ 2,600.00
Gifted / Telented ($3,000 + 28 per student up to 6% enrollment)	$ 3,210.00	$ 3,252.00	$ 3,294.00	$ 3,336.00	$ 3,378.00	$ 3,378.00
Professional Development	$ 20,185.00	$ 20,490.00	$ 23,540.00	$ 23,540.00	$ 24,760.00	$ 24,760.00
Safe & Drug Free ($2,000 + 12 per ADA)	$ 3,425.00	$ 3,710.00	$ 3,995.00	$ 4,280.00	$ 4,565.00	$ 4,565.00
Strategic Planning (reimb up to $6,600)	$ 6,600.00	$ 6,600.00	$ 6,600.00	$ 6,600.00	$ 6,600.00	$ 6,600.00
College & Career Advisors & Student Mentors	$ 9,000.00	$ 9,000.00	$ 9,000.00	$ 18,000.00	$ 18,000.00	$ 18,000.00
Total Special Distributions	$ 159,056.50	$ 218,654.00	$ 241,009.00	$ 264,231.00	$ 250,489.00	$ 250,189.00

FEDERAL GRANT	$ 380,942.28	$ 353,097.33	$ 27,844.95	$ -	$ -	$ -	$ -

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
TOTAL EXPECTED REVENUES:	$ 1,475,305.83	$ 1,450,074.95	$ 1,736,854.00	$ 2,053,681.00	$ 2,363,930.00	$ 2,475,854.00
PER PUPIL FUNDING:	$ 11,802.45	$ 9,667.17	$ 9,924.88	$ 10,268.41	$ 10,506.36	$ 11,003.80
PER PUPIL FACILITIES FUNDING:	3% $ 400.00	5% $ 460.80	5% $ 460.80	4% $ 460.80	4% $ 460.80	4% $ 460.80
TOTAL BUDGETED EXPENDITURES:	$1,441,566.33	$1,257,449.95	$1,725,545.50	$1,966,891.13	$2,247,151.03	$2,262,135.41
NET INCOME	$33,739.50	$192,625.00	$11,308.50	$86,789.88	$116,778.97	$213,718.59
EXPENDITURES PER STUDENT:	$ 11,532.53	$ 8,383.00	$ 9,860.26	$ 9,834.46	$ 9,987.34	$ 10,053.94

File name: !2021-2027 Rise Budget.xlsx
Tab name: Master Budget Sheet

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027

EXPENDITURES

CERTIFIED STAFF

Classroom Teachers	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026		2026-2027	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Teachers	7.5	369,885.00	8.0	401,845.00	13.0	670,159.00	13.0	719,029.00	14.0	815,500.00	14.0	871,780.00
Administrator(s)	1.0	76,800.00	1.0	79,104.00	1.3	95,825.00	1.3	98,700.00	1.3	101,661.00	1.3	104,711.00
Pupil Services Staff	1.0	47,875.00	1.0	50,181.00	1.0	52,430.00	1.0	51,119.00	2.0	110,000.00	2.0	117,420.00
CERTIFIED STAFF TOTALS	9.5	$494,560.00	10.0	$531,130.00	15.3	$818,414.00	15.3	$868,848.00	17.3	$1,027,161.00	17.3	$1,093,911.00

CLASSIFIED STAFF

Position	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026		2026-2027	
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount
Board Clerk/Secretary	1.0	54,590.00	1.0	56,230.00	1.0	57,920.00	1.0	59,660.00	1.0	61,450.00	1.0	63,290.00
Paraprofessionals	2.0	26,300.00	2.0	27,090.00	2.0	27,900.00	2.0	28,740.00	2.0	29,600.00	2.0	30,490.00
Registrar / Attendance	0.0	-	0.5	12,600.00	1.0	25,956.00	1.0	26,735.00	1.0	27,537.00	1.0	28,363.00
CLASSIFIED STAFF TOTALS	3.0	$80,890.00	3.5	$95,920.00	4.0	$111,776.00	4.0	$115,135.00	4.0	$118,587.00	4.0	$122,143.00

BENEFITS

Type	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026		2026-2027	
	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount
PERSI	11.94%	68,709.00	11.94%	74,870.00	11.94%	111,065.00	11.94%	117,488.00	11.94%	136,802.00	11.94%	145,197.00
Workers comp	0.07%	403.00	0.07%	439.00	0.07%	651.00	0.07%	689.00	0.07%	802.00	0.07%	851.00
FICA/medicare	7.65%	44,022.00	7.65%	47,969.00	7.65%	71,160.00	7.65%	75,275.00	7.65%	87,650.00	7.65%	93,028.00
Group insurance	11.19%	64,375.00	11.42%	71,611.00	11.31%	105,175.00	11.01%	108,330.00	10.75%	123,173.00	10.43%	126,868.00
Paid time off [clarify in assumptions] (PERSI - Retirement Sick Leave)	1.20%	6,905.00	1.20%	7,525.00	1.20%	11,162.00	1.20%	11,808.00	1.20%	13,749.00	1.20%	14,593.00
BENEFIT TOTALS		$184,414.00		$202,414.00		$299,213.00		$313,590.00		$362,176.00		$380,537.00

	2021-2022		2022-2023		2023-2024		2024-2025		2025-2026		2026-2027	
CERTIFIED & CLASSIFIED STAFF TOTALS	12.5	$575,450.00	13.5	$627,050.00	19.3	$930,190.00	19.3	$983,983.00	21.3	$1,145,748.00	21.3	$1,216,054.00
STAFF & BENEFITS TOTALS		$759,864.00		$829,464.00		$1,229,403.00		$1,297,573.00		$1,507,924.00		$1,596,591.00
100-512110-100-000-0	LEADERSHIP PREMIUM EXPENSES	$ 7,624.00	$ 8,132.00	$ 13,215.00	$ 13,215.00	$ 14,231.00	$ 14,231.00
100-512165-000-000-0	SUBSTITUTE SALARIES	$ 5,250.00	$ 5,600.00	$ 9,100.00	$ 9,100.00	$ 9,800.00	$ 9,800.00
100-512400-000-000-0	ELEMENTARY SUPPLIES	$ 12,500.00	$ 15,000.00	$ 17,500.00	$ 20,000.00	$ 22,500.00	$ 22,500.00
100-515400-001-000-0	SCIENCE SUPPLIES	$ 31,250.00	$ 37,500.00	$ 43,750.00	$ 50,000.00	$ 56,250.00	$ 56,250.00
100-621300-000-000-0	DUES FEES TRAVEL	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00
100-621330-000-000-0	PROFESSIONAL DEVELOPMENT EXPENSES	$ 20,185.00	$ 20,490.00	$ 23,540.00	$ 23,540.00	$ 24,760.00	$ 24,760.00
100-631300-000-000-0	LEGAL FEES - BOARD OF ED	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,500.00
100-631340-000-000-0	AUDIT FEES	$ 5,000.00	$ 5,300.00	$ 5,600.00	$ 5,900.00	$ 6,200.00	$ 6,500.00
100-631390-000-000-0	BOARD TRAINING EXP - USING STATE FUNDS	$ 6,600.00	$ 6,600.00	$ 6,600.00	$ 6,600.00	$ 6,600.00	$ 6,600.00
100-631395-000-000-0	ACCOUNTANT FEES	$ 32,000.00	$ 33,600.00	$ 35,300.00	$ 37,100.00	$ 39,000.00	$ 41,000.00
100-631395-100-000-0	2M SOFTWARE AND UPDATES	$ 4,100.00	$ 1,100.00	$ 1,100.00	$ 1,100.00	$ 1,100.00	$ 1,100.00
100-631410-000-000-0	LEGAL PUB/ADVERTISEMENT	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00
100-631310-000-000-0	ISBA DUES	$ 500.00	$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,500.00
100-632400-000-000-0	SUPPLIES - ADMINISTRATION	$ 5,000.00	$ 5,250.00	$ 5,512.50	$ 5,788.13	$ 6,077.53	$ 6,381.41
100-632620-000-000-0	BANK SERVICE CHARGES	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00	$ 500.00
100-661720-000-000-0	PROPERTY/LIABILITY INS	$ 12,000.00	$ 12,000.00	$ 12,000.00	$ 12,000.00	$ 12,000.00	$ 12,000.00
100-661712-000-000-0	WORK.COMP INSURANCE	$ 2,500.00	$ 3,125.00	$ 3,906.00	$ 4,883.00	$ 6,104.00	$ 7,630.00
245-623500-000-000-0	EQUIPMENT - TECHNOLOGY			$ 25,000.00	$ 137,500.00	$ 143,437.50	$ 52,625.00

File name: !2021-2027 Rise Budget.xlsx
Tab name: Master Budget Sheet

BUDGET PROJECTION WORKSHEET
RISE CHARTER SCHOOL

	Category	Rate	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Payments to Kimberly School District:								
100-661360-000-000-0	BUILDING LEASE AS % OF REVENUES	12%	$ 135,000.00	$ 171,000.00	$ 208,000.00	$ 246,000.00	$ 284,000.00	$ 297,000.00
	NURSE SERVICES - KES/MS	$ 16.60	$ 2,075.00					
	NURSE SERVICES - ALL	$ 24.90		$ 3,735.00	$ 4,358.00	$ 4,980.00	$ 5,603.00	$ 5,603.00
	TECHNOLOGY SERVICES - KES/MS	$ 109.56	$ 13,695.00					
	TECHNOLOGY SERVICES - ALL	$ 164.34		$ 24,651.00	$ 28,760.00	$ 32,868.00	$ 36,977.00	$ 36,977.00
	LIRARY SERVICES - KES/MS	$ 102.21	$ 12,776.00					
	LIRARY SERVICES - ALL	$ 153.32		$ 22,998.00	$ 26,831.00	$ 30,664.00	$ 34,497.00	$ 34,497.00
100-681350-000-000-0	TRANSPORTATION SUBSIDY	$ 44.00	$ 5,500.00	$ 6,600.00	$ 7,700.00	$ 8,800.00	$ 9,900.00	$ 9,900.00
100-710400-000-000-0	OTHER EXPENSES - FOOD SERVICE	$ 25.00	$ 3,125.00	$ 3,750.00	$ 4,375.00	$ 5,000.00	$ 5,625.00	$ 5,625.00
246-611300-000-000-0	SAFE AND DRUG FREE FUNDS TO DISTRICT		$ 3,425.00	$ 3,710.00	$ 3,995.00	$ 4,280.00	$ 4,565.00	$ 4,565.00
Federal CSP Startup Grant								
Professional Development:								
285-621390-000-000-0	Professional Development		$ 75,275.28					
285-515400-000-000-0	Supplies – Secondary - "Equipment Budget Tab"		$ 77,474.38					
285-515555-000-000-0	Technology - Student - Secondary		$ 122,439.90	$ 27,844.95				
285-515550-000-000-0	Furniture and Fixtures - Student - Secondary "Furniture Budget"		$77,907.77					
	TOTAL EXPENDITURES:		**$1,441,566.33**	**$1,257,449.95**	**$1,725,545.50**	**$1,966,891.13**	**$2,247,151.03**	**$2,262,135.41**

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

PETITION FACILITY OPTIONS TEMPLATE

◆ ◆ ◆ ◆ ◆

Idaho Public Charter School Commission

304 North 8th Street, Room 242

Boise, Idaho 83702

Phone: (208) 332-1561

chartercommission.idaho.gov

Alan Reed, Chairman

Tamara Baysinger, Director

UPDATED 7/25/18

New Charter Petition Facility Option 1

Location Address	141 Center St W Kimberly, Idaho 83341					
Facility Information	Anticipate Move-In Date	7/1/2021	Facility Type	Existing Building Remodel	Facility Status	Confirmed (documentation in Appendix F)
Budget Location	Please indicate if this option is reflected as an expenditure in the budget template. Note: A facility option may be true for only your first year with a different option in subsequent years, or a scaled-down option may be presented in the break-even budget only. Sometimes a facility option is presented as evidence that the petitioners have explored multiple facilities, but only one plan is reflected in the budget.				Year 1-3 Budgets	
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:		Kimberly School District			
	Physical Address of Home Office:		141 Center St W Kimberly, Idaho 83341			
	Website Address:		www.kimberly.edu			
	Company Contact:		Luke Schroeder, Superintendent			
	Company Contact Phone Number:		208-423-4170			

Additional Information – Facility Option 1

Please include any information pertinent to Facility Option 1 that is not already included in Section II (Finance and Facilities Plan) of the petition. Include attachments referenced here or throughout the petition in Attachment F. Links in the final PDF are appreciated.

Kimberly School District is the authorizer of RISE Charter School. The district has empty building space that they have agreed to lease to RISE Charter School. The details of the lease are contained in the contract between KSD and RISE. This contract is included in the petition appendices.

Facility Option 1 - Details

Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary.

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Land purchase (if applicable)	n/a	
Land development (include grading, utilities, etc.)	n/a	
Parking, curb, lighting (if applicable)	n/a	
Permits and applicable studies (as applicable)	n/a	
Delivery and set up of modular units (if applicable)	n/a	
Remodel estimate (if applicable)	n/a	
Other	n/a	
Total One-Time Costs	n/a	
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment		
Lease term		RISE Charter School Board
Interest rate		
Rate escalator (if applicable, please describe)	n/a	n/a
In which operating year does the school intend to purchase (if option to purchase is applicable)	Choose an item.	RISE will not purchase the facility space.
Capitalization rate at purchase (if applicable)	n/a	n/a
Other		

Please include any additional narrative here.

KSD will receive an annual lease payment for the building facilities from RISE Charter School in the amount of 12% of RISE's income each year.

New Charter Petition Facility Option 2

Location Address						
Facility Information	Anticipate Move-In Date	Click or tap to enter a date.	Facility Type	Choose an item.	Facility Status	Choose an item.
Budget Location	Please indicate if this option is reflected in the Budget Template (Attachment A1-A4)		Choose an item.			
Vendor/ Developer/ Contractor Information (if applicable)	Company Name:					
	Physical Address of Home Office:					
	Website Address:					
	Company Contact:					
	Company Contact Phone Number:					

Additional Information – Facility Option 2

Please include any information pertinent to Facility Option 2 that is not already included in Section II (Finance and Facilities Plan) of the petition. Include attachments referenced here or throughout the petition in Attachment F. Links in the final PDF are appreciated.

Facility Option 2 - Details

Please describe the costs involved with this option and the structure of any arrangements the school has made (or intends to make) in order to secure and sustain this facility option. Adjust descriptions and add columns as necessary.

Description of Start-Up Costs	Cost Estimate (Refer to appropriate documentation in Attachments)	Responsible Party (Board or Name of Contractor)
Land purchase (if applicable)		
Land development (include grading, utilities, etc.)		
Parking, curb, lighting (if applicable)		
Permits and applicable studies (as applicable)		
Delivery and set up of modular units (if applicable)		
Remodel estimate (if applicable)		
Other		
Total One-Time Costs		
Description of Lease/Rent/Purchase Plan	Details (Refer to appropriate documentation in Attachments)	
Annual Lease / Rent / Mortgage Payment		
Lease term		
Interest rate		
Rate escalator (if applicable, please describe)		
In which operating year does the school intend to purchase (if option to purchase is applicable)	Operating Year 2	
Capitalization rate at purchase (if applicable)		
Other		

Please include any additional narrative here.

BYLAWS OF RISE CHARTER SCHOOL, INC.

Article 1. Name and offices

A.   Name

The name of the corporation shall be Rise Charter School, Inc.

B. Mission and Vision

Vision: 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.

Mission: Empowering lifelong learners through relevant self-directed exploration, collaboration, and personal responsibility.

C.   Principal office

The principal office of the corporation shall be located in Twin Falls County, Idaho. The Corporation may have such other offices, either within or without the State of Idaho, as the Board of Directors may designate or as the business of the corporation may require from time to time.

D.   Registered office

The registered office of the corporation to be maintained in the State of Idaho may be, but need not be, identical with the principal office in the State of Idaho, and the address of the registered office may be changed from time to time by the board of directors.

E.   Purpose

The corporation is organized and shall be operated exclusively for the specific purposes set forth in the corporation's Articles of Incorporation, namely educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

Article 2. Board of Directors

A.   General powers

The business and affairs of the corporation shall be managed by its Board of Directors.

B.   Number, tenure and qualification

The number of directors of the corporation shall consist of 5 Directors and each directorship shall have a numerical designation as follows: Director 1, Director 2, Director 3 and so on. During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then current Board or appointed in accordance with these bylaws.

The initial board shall consist of five directors. Directors 1 and 2 shall hold office until the 2022 annual meeting of the Board of Directors, or until successors have been appointed, whichever shall first occur, or until their earlier death, resignation, or removal. Directors 3, 4, and 5 shall hold office until the 2023 annual meeting of the Board of Directors, or until successors have been appointed, whichever shall first occur, or until their earlier death, resignation, or removal. The Directors stated in the Articles may, at any time prior to the designated annual meeting of the Board of Directors, appoint successors and/or additional directors up to the maximum number of directors allowed under these Bylaws and such

directors shall serve until the designated annual meeting of the corporation.

Thereafter, all directors shall serve until replaced by a duly elected replacement or otherwise removed pursuant to these Bylaws. The term of service between elections shall be a term of 3 years. Seats shall be staggered to ensure staggered transitions going forward. After the initial term of each seat, directors shall serve for a term of 3 years so that up to, but no more than, 3 directors may be replaced each year at the annual meeting of the Corporation as set forth in these Bylaws. Directors may serve no more than 3 consecutive terms.

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

C.   Election of Directors

During the initial year of operations, the Board shall consist of those Directors appointed pursuant to the terms of these Bylaws. After the initial year of operations Directors will continue to be appointed by a majority vote of Directors at the Corporation's annual meeting as per Board-approved nominating policy.

D.   Vacancies

Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors, even if less than a quorum of the Board of Directors. A Director elected to fill a vacancy shall be elected for the un-expired term of his/her predecessor in office.

E.   Compensation

By resolution of the Board of Directors, a director may be reimbursed for actual and necessary expenses (including travel costs), if any, paid by the Director for the benefit of the Corporation. There shall be no salary or fixed sum paid to any director for attending meetings or other authorized functions.

F.   Presumption of assent

A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his/her dissent shall be entered in the minutes of the meeting or unless he/she shall file his/her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

G.   Removal of Director

Any board member may be removed with or without cause by majority vote of the board. A Director may be removed only at a meeting of the Board of Directors called for the purpose of removing one or more Director(s). Any vacancy in the Board of Directors caused by removal, death, resignation, or an increase in the number of Directors by reason of amendment of the Bylaws shall be filled as specified in Section 2.D herein.

H.　Meetings by telephone / Internet

Members of the Board of Directors or any Committee may participate in a meeting of the Board or Committee by means of conference telephone, online video chat, or similar communications equipment by which all persons participating in the meeting can hear each other at the same time as allowed through the state open meetings laws. Such participation shall constitute presence in person at the meeting. As the public must be able to attend phone meetings, arrangements will be made to allow for their participation in the event a phone meeting is held. Pursuant to Idaho Open Meeting Law, at least one Board member or an Administrator must be present at the posted meeting location.

I.　Committees

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 this Article 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.

Article 3. Board Meetings

A.　Annual meeting

The annual meeting of the Board of Directors shall be held at the time and date established by the Board of Directors. In the absence of a designation from the Board of Directors, the annual meeting shall be held on the date of the regularly scheduled July meeting. Failure to hold the meeting at the time stated shall not affect the validity of any corporate action.

B.　Regular meetings

The Board of Directors may establish, by action at a meeting or unanimous written consent, the time and place for holding subsequent regular meetings of the Board of Directors.

C.　Special meetings

Special meetings of the Board of Directors may be called by or at the request of the Board Chair or at least two other directors. The person or persons authorized to call special meetings of the Board of Directors shall fix any place, either within or without the State of Idaho, as the place for holding any special meeting of the Board of Directors called by them.

D.　Public Meetings

Except as otherwise permitted by Idaho code, all meetings shall be open to the public. Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provisions of Title 74,Chapter 2 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation.

E.　Notice and Agendas

Meeting notices for regular meetings will be posted no less than 5 calendar days prior to the meeting and agenda notice will be posted at least 48 hours prior to the meeting, or otherwise in compliance with open meeting law. Agenda items may be added subsequent to notice provided a good faith effort was made to include all known agenda items in the published notice at the time of its publication. Amendments to the agenda will follow the requirements of Idaho's open meeting laws.

Notice of any special meeting will comply with Idaho open meeting laws.

F.　Quorum

A majority of the number of directors then in office shall constitute a quorum for the transaction of

business at any meeting of the board of directors, but if less than such majority is present at a meeting, a majority of the directors present may adjourn the meeting without further notice.

G. Manner of taking action

The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. All board action will be taken in compliance with the Idaho open meeting laws.

H. Meeting Minutes

Written minutes shall be maintained at all meetings of the Board of Directors. Neither a full transcript nor a recording of the meeting is required. Minutes shall be available to the public within a reasonable time after the meeting, including: (a) Members of the Directors present; (b) Motions, resolutions, orders, or ordinances proposed and their disposition; (c) Results of all votes. Minutes of any executive sessions held by the Directors of the Corporation under Title 74, Chapter 2 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 74-206, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

I. Executive Sessions

Executives sessions, closed to any persons for deliberation on specified matters, may be held by the Board of Directors for those reasons outlined and specified in Section 74-206, Idaho Code. Unless otherwise allowed by law, no Director may disclose the content of an executive session to an outside source.

Article 4. Officers

A. Numbers

In addition to the Board Chair and Board Vice Chair, the officers of the corporation shall be a treasurer and clerk, who may be members of the Board, or at the discretion of the Board, either or both positions may be selected from among competent and responsible persons outside the membership of the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors. Any two or more offices may be held by the same person, except the offices of Board Chair and either Treasurer or Clerk.

B. Election and term of office

The officers of the corporation shall be selected from the members of the Board of Directors and shall be elected annually by the Board of Directors at the annual organizational meeting. The initial Board of Directors shall select initial officers who shall serve until the first annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each officer shall hold office until his/her successor shall have been duly elected and shall have qualified or until his/her death or until he/she shall resign or shall have been removed in the manner hereinafter provided.

C. Removal

Any officer or agent may be removed by the Board of Directors whenever, in its judgment, the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

D. Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the un-expired portion of the term.

E. Chair

At its annual meeting, the Board of Directors shall elect from among its members a Board Chair who 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.

F. 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.

G. Clerk

The 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.

H. 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.

I. Salaries

The officers shall serve without compensation other than reimbursement for expenses incurred for the benefit of the Corporation and approved by the Board.

Article 5. Contracts, loans, checks, and deposits

A. Contracts

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

B. Loans

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a majority vote of the Board of Directors. Such authority may be general or confined to specific instances.

C. Checks, drafts, etc.

All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by a majority vote of the Board of Directors.

D. Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation and in such banks, trust companies or other depositories as the Board of Directors may select.

Article 6. Fiscal year

The fiscal year of the Corporation shall begin on July 1 and shall end on June 30.

Article 7. No private inurement

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions, the corporation shall not carry on any other activities not permitted to be carried on

(a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, as amended; or

(b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, as amended.

Article 8. Corporate seal

The corporation shall not have a corporate seal.

Article 9. Waiver of notice

Whenever any notice is required to be given to any member of the Board of Directors of the corporation under the provisions of these Bylaws or under the provisions of the Act, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

Article 10. Amendments

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote of the Board of Directors at any regular or special meeting. Any changes in Bylaws will be provided to the authorizer within 30 calendar days of approval.

Article 11. Indemnification

The corporation shall indemnify its directors, officers, employees and agents to the fullest extent permitted under Idaho Code 30-3-88.

Article 12. Dissolution

Upon dissolution, and once appropriate assets have been used first to satisfy payroll obligations, then to pay creditors, the school will donate or redistribute the remaining assets to the authorized chartering entity, Kimberly School District in accordance with the requirements of Idaho Code 33-5212(2). Any assets bought with federal funds will be returned to Kimberly School District and will not be used to pay creditors.. Any remaining assets will be distributed to another charitable organization as required by the Internal Revenue Code.

Article 13. Severability

The invalidity of any provision of these bylaws shall not affect the other provisions.

STATE OF IDAHO

Office of the secretary of state, Lawerence Denney
ARTICLES OF INCORPORATION {NONPROFIT)
Idaho Secretary of State
PO Box 83720
Boise, ID 83720-0080
(208) 334-2301
Filing Fee: $30.00

Articles of Incorporation (Nonprofit) Select one: Standard, Expedited or Same Day Service (see descriptions below)	Standard (filing fee $30)
Article 1: Corporation Name Entity name	Rise Charter School, Inc
Article 2: Effective Date The corporation shall be effective	when filed with the Secretary of State.
Article 3: Purpose The purpose for which the corporation is organized is:	Educational
Article 4: Voting Members: The corporation	does not have voting members.
Article 5: Asset Distribution on Dissolution Upon dissolution the assets shall be distributed:	all assets will be distributed to another nonprofit organization with a similar purpose.
Article 6: IRS Designation Is this nonprofit a 501(c)3? 501(c)3 purpose for which the corporation is organized:	Yes School/Education
Article 7: The mailing address of the corporation shall be: Mailing Address	141 CENTER ST W KIMBERLY, ID 83341-1753
Article 8: Registered Agent Name and Address Registered Agent	Registered Agent Keelie Campbell Physical Address: 141 CENTER ST KIMBERLY, ID 83341 Mailing Address: 141 CENTER ST W KIMBERLY, ID 83341-1753

181 I affirm that the registered agent appointed has consented to serve as registered agent for this entity.

Article 9: Incorporator Name(s) and Address(es)

Name	Incorporator Address
Keelie Campbell	141 CENTER ST KIMBERLY, ID 83341

Article 10: Director Name(s) and Address(es)

Name	Title	Director Address
Michelle Schutt	Director	3830 N 3300 E KIMBERLY, ID 83341
Danae Klimes	Director	3307 PRAIRIE RIDGE LANE KIMBERLY, ID 83341

Lacee Clinger	Director	1520 KIMBERLY MEADOWS RD KIMBERLY, ID 83341

The Articles of Incorporation must be signed by at least one Incorporator.

Keelie Campbell   *06/24/2020*

Keelie Campbell   Date

STATE OF IDAHO
Office of the secretary of state, Lawerence Denney
ARTICLES OF AMENDMENT (NONPROFIT CORP)
Idaho Secretary of State
PO Box 83720
Boise, ID 83720-0080
(208) 334-2301
Filing Fee: $30.00

For Office Use Only
-FILED-
File#: 0004003562
Date Filed: 9/15/2020 9:07:50 AM

Articles of Amendment (Nonprofit Corporation)	
Select one: Standard, Expedited or Same Day Service (see descriptions below)	Standard (filing fee $30)
The current name of the nonprofit corporation is:	Rise Charter School, Inc
The file number of this entity on the records of the Idaho Secretary of State is:	0003915006

Article 1: Corporation Name

Change Corporation Name?	I do not want to change the name of the corporation

Article 2: Adoption

Date of Adoption:	09/14/2020
Select the manner of adoption:	The amendment consists of matters other than those described in section 30-30-705, Idaho Code, and was, therefore adopted by the members.
The number of members entitled to vote was:	4
The number of members that voted for each amendment was:	4
The number of members that voted against each amendment was:	0

Article 3: Purpose

Select the purpose of this non-profit	Educational

Article 4: Voting Members

The corporation does not have voting members.

Article 5: Upon dissolution the assets shall be distributed:

other asset distribution:

Upon dissolution of the organization, assets will be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. In the event of the school closure for any reason, the assets of the school shall be distributed according to §33-5212(2), Idaho Code. Assets will be distributed first to satisfy outstanding payroll obligations for employees of the school, including any tax, public employee retirement system and other employee benefit obligations, then to creditors of the school, and then to the authorized chartering entity. Assets purchased using federal funds shall be returned to the authorized chartering entity for redistribution among other public charter schools.

Article 6: IRS Designation

Is this nonprofit a 501(c)3?	Yes
501(c)3 purpose for which the corporation is organized:	Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including for such purposes, the making of distributions to organizations that qualify as exempt organizations described under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Article 7: Mailing Address

141 CENTER ST W
KIMBERLY, ID 83341-1753

Article 8: Director Name(s) and Address(es)

Name	Title	Director Address
D MICHELLE SCHUTT	Director	3830 N 3300 E KIMBERLY, ID 83341
D DANAE KLIMES	Director	3307 PRAIRIE RIDGE LN KIMBERLY, ID 83341

111111 III 111 II

11 Lacee Clinger	Director	1520 KIMBERLY MEADOWS RD KIMBERLY, ID 83341
II Tyler Rands	Director	1502 LOCUST ST N STE 500 B TWIN FALLS, ID 83301

The articles of amendment must be signed by the presiding officer of the board of directors or by an officer of the corporation.

Keelie Campbell   *09/15/2020*

Sign Here   Date

Job Title Director

RISE Charter School Organizational Chart

Students	
Parents	
And Other Stakeholders	

School Board

School Administrator

Transportation and Staff	Instruction Assessment Federal Programs Student Services	Staff	Finance Personnel Technology Food Service	Maintenance Services and Staff

CREATED BY TEACHERS, FOR TEACHERS.

SUMMIT LeArNiNg

The Summit Learning approach puts whole-child development at the forefront of the educational experience and is rooted in the science of how children learn best. This approach is designed to drive **student engagement, strong student-teacher relationships,** and **meaningful learning.**

Summit Learning also equips our teachers with comprehensive tools and resources to support every student to reach their potential—both in the classroom and beyond.

INSIDE A SUMMIT LEARNING CLASSROOM

A hands-on curriculum—with a focus on projects based on real-world scenarios, group work, and mentoring —helps students put what they're learning into action.

Student engagement

- Teachers help foster an environment where students feel invested in their learning.
- Teachers give students a deeper understanding of what they're learning and why they're learning—and in the way each student learns best.
- Students feel empowered to take ownership of their own learning progress, motivating them to stay engaged.

Student-teacher relationships

- Teachers cultivate deeper connections with students using tools and strategies that give them a better understanding of their students as learners and as people.
- Teachers tailor their teaching to every student's specific needs through thoughtful mentoring sessions and group workshops.
- More meaningful and productive interactions take place, creating a dynamic learning environment.

Meaningful learning

- Instead of simply memorizing information, students focus on developing a strong grasp of class material and effective application of key skills, such as critical analysis and communication.
- Students learn from a curriculum that helps them demonstrate a strong grasp of concepts and key skills before progressing—students move forward once they have shown they understand what they've learned.
- Students see how they're learning applies to their personal interests, future success, and life outside of school.

SUMMIT LEARNING IN IDAHO

"Summit Learning has changed me as a teacher and my students as learners, and it's given us a new way to work together and improve. Every school year will bring new changes, but I'm confident that this approach will continue to help me prepare my students to grow, thrive, and take on whatever challenges come their way."
– Tammy Stephens, Teacher at Bear Lake High School

"We have been blown away by the success our students have had. Our state test scores have risen, students are engaged, and they are learning skills that will help them in high school, college, and beyond. We have record attendance at student-led conferences, and we are finally reaching every student." **– Jami McLing, Teacher at Rocky Mountain Middle School**

BY THE NUMBERS**

| **2,500+** students in Idaho in the Summit Learning program | **11** schools in grades 6 to 12 fostering life-long learning skills | **110+** Idaho teachers at the heart of their classrooms | **8** districts driving change in Idaho |

**as of May 2020

HOW IT WORKS

There are three components that guide this approach to teaching:

Mentoring

Teachers play an additional role as mentors to their students, providing support through weekly 1:1 meetings. Mentors help students identify how to improve progress in their classes and overcome challenges. Mentors also help students develop effective learning strategies, behaviors, and a mindset they can apply in the classroom and to personal goals.

Projects

Teachers show students how their learning is relevant to life outside of school through projects based on real-world scenarios. Students demonstrate the application of real-world skills, such as working effectively with a team and contributing to their community through these hands-on, peer-to-peer projects.

Self-Direction

Teachers help students develop habits associated with lifelong learning, such as the ability to set and follow through on short- and long-term goals, self-awareness, and stress management. Students, parents, and teachers also have access to an online learning platform that provides them with a detailed view of student progress.

SUCCESS STORIES

Dexter Community Schools | Dexter, MI
According to a study from the University of Michigan, students in this group of schools in Dexter, MI saw significantly higher standardized test scores in reading and math compared to their peers. It was also reported that Summit students have higher persistence, self-management, future aspirations, more positive classroom experiences, felt content was more relevant to their lives, and felt more accepted at school.

Handley Middle School | Roanoke, AL
This rural public school saw a 63% decrease in discipline referrals[1] for 6th graders in the Summit Learning program. Participating students also outperformed their peers on standardized tests, averaging 28 points higher.

Farmington High School | Farmington, UT
After just one year of using the Summit Learning program in the 2018-2019 academic year, Farmington High School reported the highest average ACT composite score of any high school in the Davis School District, the second largest district in the state.

WHAT TEACHERS ARE SAYING
(2019 survey of 1,700+ teachers)

95% said Summit Learning positively impacted their students

94% said Summit Learning made them better teachers

TEACHERS ALSO REPORTED

Improved academic growth

Greater student engagement

Increased student attendance

More positive student interactions

[1] https://blog.summitlearning.org/2018/05/case-study-handley-middle-school/

Learn more about the Summit Learning program and apply at:
Summitlearning.org/join-us/program

Onboarding Pre-work: The Basics

This document introduces the elements of Summit Learning's Onboarding Pre-Work to school leaders and their teams, so they know what to expect and how to plan for the exciting journey ahead!

SUMMIT LEARNING™

Phases of The First 18 Months

The timeline below shows how Onboarding fits within the context of the first 18 months and how subsequent phases support schools in achieving early wins.

| Onboarding
Pre-Work, Summer Training, Pre-Launch | Launch | Developing a Rhythm | Finishing Strong |

A

ug

Summer Training
1 week in June or July

Fall Convening
2 days in October

Spring Convening
2 days in March or April

Onboarding Pre-Work Timeline & Goals

Summer Training

Pre-Work, the first step in Onboarding, school leaders and their teams learn the fundamentals of the Summit Learning Program. They do this by completing online modules. Pre-Work has three stages and gradually builds participants' knowledge and understanding so they are prepared for a rigorous and robust week of Summer Training.

School leaders and all members of their implementing team must successfully complete the assigned modules by the due dates listed below. Teams that do not will not be advanced to Summer Training and will not be able to implement the program.

Stage 3: *May 1—Jun 7*

Leader Modules
8. *Coaching on Curriculum Preparation & Ownership,* 2h00 min
   Action: School's Curriculum Management Plan
9. *Preparing Your Team for Summer Training & Launch,* 1h00 min
   Action: Pre-Work Final Checklist
10. *Creating a Family Engagement Strategy,* 1h30 min
    Action: 20-21 Family Engagement Plan (Due at Summer Training)

Team Modules*
5. *Curriculum Preparation & Ownership,* 2h45 min
   Actions: Quiz & Course Preparation Tool
6. *Preparing for Summer Training & Launch,* 30 min
   Actions: Pre-Work Final Checklist

Stage 2: *Feb 3—May 1*

Leader Modules
6. *Engaging Families in Onboarding*, 50 min
   Action: Family Engagement Announcement Plan
7. *Purposeful Use of Time*, 2h30 min
   Action: Next Year's Bell Schedule

Team Modules*
1. *Welcome to Onboarding*, 2h00 min
   Actions: Quiz
2. *The Student Experience in Summit Learning,* 2h45 min
   Actions: Quiz
3. *The Teacher Experience in Summit Learning,* 2h40 min
   Actions: Quiz
4. *Engaging Families in Summit Learning (Optional),* 50 min
   Actions: Module Check-off (in the Final Product)

Stage 1: *Jan 15—Mar 27*

Leader Modules:
1. *Welcome to Onboarding*, 1h30 min
   Action: Quiz
2. *The Student Experience in Summit Learning*, 2h00 min
   Action: Quiz
3. *The Teacher Experience in Summit Learning*, 2h10 min
   Action: Quiz
4. *The Site Level Conditions*, 45 min
   Action: Readiness Assessment

5. *Leading Change*, 3h30 min
   Action: Change Management Plan

Goals for Pre-Work

- School Leaders submit 100% of Pre-Work Final Products on time, meeting minimum requirements.
- 100% of implementing team members complete all Pre-Work modules, attend grade level team meetings (led by their school leader*, and register for Summer Training.
- The school is on track to complete 100% of all Set-Up Checklist items by the start of school.
- 100% of implementing teachers have received feedback on their course preparation tool.

School Leaders help teachers deepen their learning and preparation by leading grade level team (GLT) meetings that use the agendas provided by Summit Learning.

March 27

S t
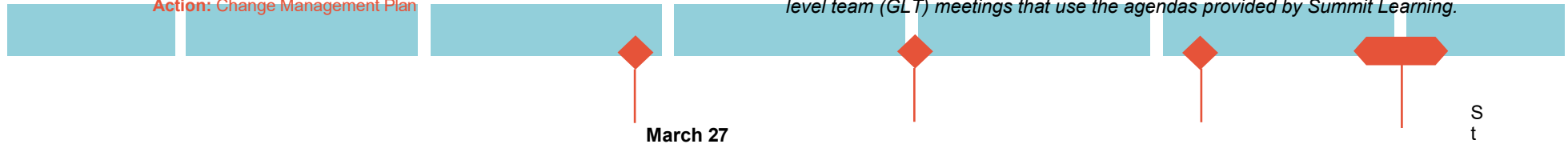
Due
Leaders Only

May 1
Stage 2 Due
Leaders & Teams

June 7
Stage 3 Due
Leaders & Teams

Summer Training
Window
Leaders & Teams

Onboarding Pre-Work Roles & Responsibilities

Onboarding Pre-Work is similar to an online learning program one might follow for a college course, the difference being this is a course for implementing a *comprehensive school-wide program*. We don't have to tell you the stakes are especially high. By taking the following roles and responsibilities seriously, school leaders and their teams are more likely to leave Pre-Work equipped with valuable tools and strategic plans that will make all the difference at Summer Training and during the first year of implementation.

School Leaders

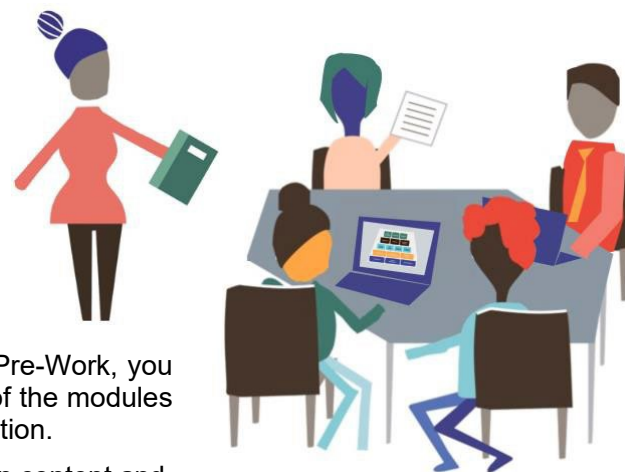- **Complete every module on time, meeting all minimum expectations:** Read every resource, take notes, pass every quiz with at least an 80%, and submit Final Products so they meet all minimum expectations. Make needed changes or improvements to Final Products based on the feedback our Professional Development Specialists give you.

- **Provide Summit Learning with accurate information:** You will be asked to assess the current status of your school using Site Level Conditions Readiness Assessment. We do not expect you to have all Conditions in place during onboarding, but we depend on your candor about what is and isn't working so we can customize our supports.

- **Lead your grade level team (GLT) using the agendas we provide:** During Stage 2 of Pre-Work, you will guide your Grade Level Team in meetings that help them deepen their understanding of the modules and apply the learning to your particular school context. See the next page for more information.

- **Support your GLT in completing their modules:** Just like you, your GLT will need to learn content and pass quizzes. Support their learning by reviewing their Learning Logs and providing feedback on important plans, like the Course Preparation Tool. Be responsive to their needs during this journey. If needed, schedule one-on-ones to address questions or concerns they might have. You may not have the answer to their questions (yet!), but it's important to build a foundation of support right now.

- **Be pro-active:** Reach out to Summit Learning for help when you have questions or need support. We have a team of professionals—all past leaders in the Program—who can assist along the way.

- **Demonstrate the Habits of Success** (which you will learn about in Leader Module 1).

Team Members *Includes all core teachers (math, science, social studies/history, English)*

- **Complete all team modules on time, meeting all minimum expectations:** Read every resource, pass every quiz with at least an 80%, and submit Final Products on time. Respond to feedback your school leader provides to you.

- **Be an engaged and collaborative member of your grade level team (GLT):** You will work with these individuals regularly for the next 18 months, so be a team member who can be relied upon and who effectively contributes to the larger goals of the team.

- **Be pro-active:** Reach out to your school leader when you have questions or need support. While your school leader may not have all the answers right away, she or he can reach out to Summit Learning for guidance.

- **Demonstrate the Habits of Success** (which you will learn about in Team Module 1).

on1toarding Pre-worK order of Events in stages 2 and 3

At the end of Pre-Work Stage 1, school leaders schedule important grade level team meetings for Stages 2 and 3. Summit Learning uses the term "grade level teams"-or "GLT'-to describe the team of teachers and other faculty members who implement the Program with a grade of students.

Through the GLT meetings, school leaders help their implementing team members deepen their knowledge, consider the Summit Learning components in the context of their school, and set the foundation for continued collaboration.

For each meeting, we have provided the school leader with facilitator plans and all the resources she or he might need during the meeting. Be aware, all plans have "fill in the blanks" where leaders need to include school-specific information, decisions, and data ahead of the meetings.

The chart below shows the actions school leaders (blue) and team members (green) need to take before each GLT meeting (gray box). On the following pages are sample calendars the school leader may choose to follow to ensure they and their teams stay on track with Pre-Work.

Stage 2: *Feb 3-May 1*

Stage 3: *May 1—Jun 7*

Leaders

(in addition to leading the meetings)
Complete **Leader Modules 6 and 7**

Complete Leader Module 8

Complete Leader Module 9

Complete Leader Module 10

Prepare to lead meeting

GLT Meting 1: Kicking Off Pre-Work

GLT Meeting 2: Grade Level GLT Meetings (optional)

GLT Meeting 3: The Student Experience in Summit Learning

GLT Meeting 4: The Teacher Experience in Summit Learning

GLT Meeting 5: The Summit Learning Platform (optional)

GLT Meeting 6: Grading in Summit Learning

GLT Meeting 7: Family Engagement

1:1 Check-ins with the School Leader (Det>rief Stage2)

GLT Meeting 8: Curriculum Kick-off Meeting

1:1 Check-ins with the School Leader on Curriculum

GLT Meeting 9: Curriculum Follow-Up and Summer Training Prep

Mid-Late Feb. *Begin Stage 2*

May 1 *Begin Stage 3*

June 7 *Pre-Work Ends*

Complete Team Module 1

Complete Team Module 2 Steps 1 & 2

Complete Team Module 3 Steps 1 & 2

Complete Team Module 4

Complete Team Module 5 Steps 2 & 3

Complete Team Module 5 Step 4

Complete Team Module 6

reatns

Sample Pre-Work Calendar (typical timeline)

While every school is unique, this calendar of Pre-Work events reflects what's typical for most schools. The bands of module work are windows of time within which school leaders and their teams might complete their modules (while also attending to their regular school responsibilities).

Key:

➤ Leader's module work window	Other leader Pre-Work
➤ Team member's module work window	Other team member Pre-Work
Grade Level Team (GLT) meeting	Leader & Team 1:1s

February

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
2	3 **Kick-off Call**	4	5 Begin Stage 1	6 Leader Module 1 →	7	8
9	10	11	12	13 Leader Module 2 →	14	15
16	17 Leader Module 3 →	18	19	20 Leader Module 4 →	21	22
23	24 Leader Module 5 →	25	26 Begin Stage 2	Leader preps for GLT Meeting 1	GLT Meeting 1	29

March

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2 Leader Module 6 →	3 Team Module 1 (independently)	4	Leader Preps for GLT Meeting 2	GLT Meeting 2 (optional)	7
8	9	10 Leader Module 7 →	11	12	13	14
15	16	17 Team Module 2 (independentl)	18	Leader Preps for GLT Meeting 3	GLT Meeting 3	21
22	23	24 Team Module 3 (independently)	26	Leader Preps for GLT Meeting 4	GLT Meeting 4	28

April

May

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	Spring Break—No School					4
5	6	7	8	Leader preps for GLT Meeting 5	GLT Meeting 5 (optional)	11
12	13	14	15	Leader preps for GLT Meeting 6	GLT Meeting 6	18
	Team Module 4 (independently)					
19	20 Leader preps for 1:1s	21 Leader & team member 1:1s	22	Leader preps for GLT Meeting 7	GLT Meeting 7	25
26	27 Leader & team member 1:1s (con't)	28	29	30	Begin Stage 3	

→

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
3	4 Leader Module 8	5	6	Leader preps for GLT Meeting 8	GLT Meeting 8	9
10	11 Leader Module 9	12	13	Leader Monitors Prep Tool Progress	Leader preps for 1:1s on Curric.	16
	Team Module 5, steps 2 & 3					
17	18	19	20	23	22	23
	Leader & team member 1:1s on Curriculum					
	Team Module 5 (step 4) & Team Module 6					
24	25 Memorial Day	26 Leader gives feedback on teachers' Course Prep Tool	27	Leader preps for GLT Meeting 9	GLT Meeting 9	30
31	JUNE 1 Leader Module 10	2	3	4	Ready for Summer Training!	6

Sample Pre-Work Schedule (aggressive timeline)

If schools submit their applications at the of end of the application window—or if they end the year very early—they will need to follow an aggressive timeline. The following calendar shows how a school leader would schedule the work—including the optional grade level team meetings—with limited time.

Key:

- Leader's module work window
- Team member's module work window
- Grade Level Team (GLT) meeting
- Other leader Pre-Work
- Other team member Pre-Work
- Leader & Team 1:1s

February

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17 **Kick-off Call**	18 Begin Stage 1	19 Leader Module 1	20	21 Leader Module 2	22
23	24 Leader Module 3	25	26	27 Leader Module 4	28	29

March

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2 Leader Module 5	3	4 Begin Stage 2	Leader preps for GLT Meeting 1	GLT Meeting 1	7
8	9 Leader Module 6	10 Team Module 1 (independently)	11	Leader Preps for GLT Meeting 2	GLT Meeting 2 (optional)	14
15	16 Leader Module 7	17 Team Module 2 (independently)	18	Leader Preps for GLT Meeting 3	GLT Meeting 3	21
22	23 Leader Module 7 (con't)	24 Team Module 3 (independently)	26	Leader Preps for GLT Meeting 4	GLT Meeting 4	28

April

May

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
3	4 Leader Module 8	5	6	Leader preps for GLT Meeting 8	GLT Meeting 8	9
10	11 Leader Module 9	12 Team Module 5, steps 2 & 3	13	Leader Monitors Prep Tool Progress	Leader preps for 1:1s on Curric.	16
17	18 Leader & team member 1:1s on Curriculum / Team Module 5 (step 4) & Team Module 6	19	20	Leader preps for GLT Meeting 9	GLT Meeting 9	23
24	25 Memorial Day	26 Leader Module 10 / Leader gives feedback on teachers' Course Prep Tool	27	28	29 **Ready for Summer Training!**	30

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	Spring Break—No School					4
5	6	7	8	Leader preps for GLT Meeting 5	GLT Meeting 5 (optional)	11
12	13	14	15	Leader preps for GLT Meeting 6	GLT Meeting 6	18
19	20 Leader preps for 1:1s	21 Leader & team member 1:1s	22	Leader preps for GLT Meeting 7	GLT Meeting 7	25
26	27 Leader & team member 1:1s (con't)	28	29	30		

MEMORANDUM OF UNDERSTANDING

Between the Kimberly School District and RISE Charter School

RISE Charter School will open its doors in 2021 offering and educational program that values mastery learning through hands-on, project-based experiences, designed around students' strengths and interests.

RISE is the result of thoughtful community discussions and planning about how to best serve the students, families, and residents of the Kimberly School District.

RISE is opening as a charter school because the flexibility available to charter schools will empower the school to be innovative and adapt to the ever-changing needs of the 21st Century. At the same time, RISE will work closely with the Kimberly School District because the skills and expertise of the district will provide a strong foundation for the school's success.

This Memorandum of Understanding describes key elements of the programmatic, financial, and operating relationship between RISE and the Kimberly School District ("KSD"). RISE and the school district will enter into a separate performance agreement that defines the expected academic, financial, and operational outcomes that RISE will produce.

Services and Payments

Facilities

KSD will provide the Round building and the Intermediate building for use by RISE. KSD will pay utilities and provide maintenance and custodial services. Within 10 business days of receipt, RISE will remit 12% of all state payments made to KSD on the following schedule:

- 12% of the August 15, November 15, February 15, May 15, and July 15 Foundation payments.
- 12% of special distributions. RISE will provide a copy of the July 15 Foundation Payment Calculation report and remit an amount equal to 12 % of all special distributions based on the total shown on the report.

Transportation

Transportation To/From School and Reimbursable Field Trips

KSD will manage and provide transportation services to RISE students in accordance with district policies for district students and using the same routes and busses. KSD will include RISE students in its ridership counts reported to the school district, and KSD will receive all transportation reimbursements from the State Department of Education for the students transported.

KSD will submit a "Transpiration Claim" to the Idaho State Department of Education annually and provide a copy to RISE. The total reimbursement cost rate plus adjustment to discretionary funding will be subtracted by reimbursement amount of 50%, 85%, and block grant divided by number of students to get a per student amount that RISE will pay KSD.

Food Service

KSD will provide food service to RISE students in the same manner that food service is provided to other district schools and students. Food service personnel will be employed by KSD, the food service program will be managed and administered by KSD, and all Federal/State reimbursements will be collected by KSD. A computation will be made annually based on the prior year's total of revenues and expenses recorded in fund 290 of the KSD's accounting records. If the food service program revenues exceed expenses, no benefit will accrue to RISE. If expenses exceed revenues in the prior year, RISE will pay KSD an amount equal to the district's unreimbursed per enrolled pupil food service expense multiplied by the number of enrolled RISE students. This computation will be completed by July 15 and payment remitted by RISE by July 31.

Technology

KSD will provide technology services to RISE, including technology staff support, internet access, licenses, and contracted services. RISE will provide hardware and devices. RISE will pay KSD an amount equal to the district's per pupil technology expense multiplied by the number of RISE students.

Health Services

KSD will provide health services, including a school nurse, to RISE in the same manner that health services are provided to other district schools and students. RISE will pay KSD an amount equal to the district's per pupil health services expense multiplied by the number of RISE students.

Special Education

RISE will employ and manage its special education teachers. KSD will provide all other special services and functions, including but not limited to speech/language therapy and school psychologist services. KSD will retain IDEA and Medicaid funds. Incremental special education costs (not counting special education teachers) attributable to RISE students will be charged to RISE.

Title Services

KSD will provide Title I, I-C, and II-A funding and services for RISE students in the same manner it does for district students. RISE teachers will provide in class services and accommodations for EL students. EL pullout services will be provided by KSD when needed. KSD EL Consultant will provide RISE staff support and coaching. KSD will provide federal program management services and RISE will provide all information needed by KSD to receive federal funds and comply with federal reporting requirements.

Resource Officer

KSD will include RISE as one of the buildings served by the district resource officer and KSD will retain RISE's share of Safe and Drug Free funds.

Library Services

KSD will provide RISE staff and students library access and library staff support, including books, supplies, and software. RISE will pay KSD an amount equal to the district's per pupil library expense multiplied by the number of RISE students.

Property and Liability Insurance

RISE will obtain school liability insurance through ICRMP providing all standard insurance coverages available to Idaho Public Schools and will name KSD as additional insured.

RISE will obtain school property insurance covering all assets ("contents") of the school (technology, furniture, curriculum, etc.).

KSD will provide insurance coverage for the building(s) used by RISE and allocate a proportion of the annual cost of this insurance to RISE based on the proportion of facility square footage used by RISE.

Administration

Process for Determining Services and Payments

At the beginning of each fiscal year, KSD and RISE shall agree on the specific processes, formulas, and dates for calculating and disbursing payments addressed by this Memorandum of Understanding. The specific services and payments shall be in effect for the coming school year. Services and payments in future years can be modified, added, or eliminated pursuant to future Memoranda of Understanding. Neither party shall be required to provide or receive a service from the other against its wishes.

Management and Supervision

When KSD employees are providing services to RISE students and staff or in RISE school buildings, KSD employees and RISE employees shall work together cooperatively in the best interests of the school's students. The RISE principal may provide direction to and make requests of KSD employees in the same manner that a principal at any KSD school would do so. KSD administrative staff shall allocate resources to and manage staff at RISE in the same manner as other district schools. Nonetheless, differences of opinion will occur and every effort shall be made by the individuals directly involved to resolve those differences directly. Differences which cannot be resolved by the individuals involved may be brought to a supervisor within KSD or to the superintendent. If a dispute cannot be satisfactorily resolved by the superintendent, RISE may bring the issue to the Board of Education.

Term

This Memorandum of Understanding shall be in place for the duration of the first charter term of RISE Charter School unless and until it is replaced by another Memorandum or agreement.

Signature _____   Signature _____

Name _____   Name _____

Position _____   Position _____

Date _____   Date _____

RISE Charter School Vision

RISE Charter School Common Space

RISE Charter School Vision

Classroom Space

RISE Charter School Vision

Makerspace

Equipment Budget	Number	Unit Cost	Total Cost	Description
Laminator	1	2445	2445	
Paper cutter	1	385	385	
Paper roll rack	1	581	581	
Die Cut Machine	1	2000	2000	
Playground Equipment				
Jumpropes	12	3.95	47.4	
Hula Hoops	1 doz	40	40	
Playground balls	5	7.5	37.5	
Football	4	10.12	40.48	
Basketball	4	12	48	
Ball Storage Cart	1	300	300	Link
Makerspace				
3 D Scanner	2	750	1500	Link
3D Doodle Pens	12 pens	1200	1200	Link
3 D Printers	2	2000	4000	makerbot
Red flush cut pliers – cut filament from rolls				
Long-nose pliers				
Plastic scraping tool – remove prints from build plate				
Metal scraping tool – remove **only** prints over tape				
Extra Bowden tube clamp clips				
Electronic finishing tool				
Sandpaper files, rubber grip needle files				
Tweezers				
Tape measure				
Extra pliers				
Safety Glasses				
PLA filament				
Canned air – clean filament feeders				
Tape, hair spray, glue – add adhesion to build plate				

Equipment Budget	Number	Unit Cost	Total Cost	Description
Large plastic bags – store filament rolls				
Sewing				
Sewing Machine	2	200	400	Link
Fabric-only scissors				
Needles				
Straight pins, pincushion				
Safety pins				
Seam ripper				
Extra thread				
Tape measures				
Elastic threaders				
Fabric Fusion adhesive				
Elastic roll				
Buttons				
Permanent fabric tape				
Variable steam iron				
Glue gun				
Glue gun sticks				
Household glue				
Super glue				
Krazy glue				
Sliding blade knives				
X-Acto knife (small)				
Plastic zip-seal bags				
Ruler				
Triangle rulers				
Speed square				
Post-it notes				
Whiteboard eraser				
Dry erase markers				
Magnets				
Robotics Kits				
Legos Kits				
Laser cutter	1	4000	4000	Link
Vinyl cutter	1	450	450	Link
Storage				
Video Production				
Camera	1	600		

Equipment Budget	Number	Unit Cost	Total Cost	Description
Tripod		40		
External Microphone		300		
Gimbal		329		Link
Editing Software				
lighting		300		Link
Recording Studio				

Professional Development Budget				
	Stipends	Start-up	Ongoing	
Project Based Learning - PBLWorks	5051.52	$21,150	$600 per person (new staff members)	(3 days PBL 101 for 8 staff members, see attached proposal)
Design Thinking - Stanford d School				
Summit Learning	6735.36	0	$26.31 per hour per person	(4 days for 8 staff members, see attached information)
Summer Work	16838.4		$26.31 per hour per person	80 hours per person for 8 staff members
Total Cost	28625.28	21150		

Technology Budget Start up	Unit Cost	Number of Items	Total Cost	Technology Budget Ongoing	Unit Cost	Number of Items	Total Cost
Teacher Work Stations				Teacher Work Stations			
Lenovo ThinkCenter M720s	619.52	10	6195.2	Lenovo ThinkCenter M720s	619.52	5	3097.6
Lenovo ThinkCenter Monitor	153.44	10	1534.4	Lenovo ThinkCenter Monitor	153.44	5	767.2
Lenovo Dual Monitor	96.03	10	960.3	Lenovo Dual Monitor	96.03	5	480.15
			8689.9				4344.95
Student Work Centers				Student Work Centers			
Laptop (grades 6-12)	600	100	60000	Laptop (grades 6-12)	600	30	18000
Laptop (grades 4-5)	350	75	26250	Laptop (grades 4-5)	350	5	1750
			86250				19750
Classroom				Classroom			
Promethean ActivPanel 65"	2000	12	24000	Promethean ActivPanel 65"	2000	1	2000
Document Cameras	100	10	1000	Document Cameras	100	5	500
Printers	250	10	2500		250	5	1250
Total Cost			122439.9	Total Cost			27844.95

	Monthly Fee	Annual Fee
Back Office Services		

Human resources

Maintain employee files throughout the year, including education credentials, fingerprinting, perform background checks through the SOE, benefits documentation, contracts, demographic data, work assignments, timesheets, tax elections, 1-9, direct deposit election, and contract.

$

Taken care of by school district

	# of EE's	Annual Fee	Subtotal
Per New Certificated Employee	$	200	$
Per Existing Certificated Employee	$	75	$
Per new classified employee	$	50	$
Per existing classified employee	$		$
			$

Initiate and manage benefit renewals through insurance broker, all data updates, and reconciling benefits invoices are considered part of accounting services fees below

Payroll

Monthly payroll processing, Including: $ 750 $ 9,000

Tax payment and quarterly/annual reporting including W-2, W-3, 1099, 1096, Idaho income tax

Quarterly ID unemployment reporting

PERSI reporting and payment
Sick-time tracking

Monthly payroll transactions report ready tp post to school website (we can post if provided credentials)

# of EE's	Check Box	Monthly Fee	
0- 25		$ 750	$ 750
25 -SO		$ 950	
SO -100		$ 1,250	
100 +		$ 1,500	

Revenues, Expenditures, Federal Title I, If, II, IV, and Federal IDEA

Revenue processing tasks consisting of: $ 800 $ 9,600

Process cash and check transactions, prepare deposits (to be deposited by school staff)

Record transactions to correct G/L codes

Provide donation acknowledgements for monetary donations
Report sales tax for taxable sales
Review and reconcile electronic payments from state department of education
Prepare all adjusted journal entries when applicable

# of EE's	Check Box	Monthly Fee	
0- 25	x	$ 800	$ 800
25 • SO		$ 1,200	
SO -100		$ 2,000	
100 +		$ 3,000	

Federal programs- recognition of revenue and accompanying receivable when expenditure is recorded

Federal programs - complete monthly posting of funds draw-down using Idaho SDE's CSFGA web site

Expenditure processing tasks consisting of:
Electronic storage of all backup to expenditures
Place orders, issue purchase orders when required 4
Process checks semi-monthly
Track capital expenditures for auditor/ SDE
Loans/ Bonds - accurate posting of P&I, monitoring against amortization schedule $ (2,400.00)
Loans/ Bonds - Compute covenant compliance quarterly, include in board reports
Federal Funds - draw downs to be processed
Complete compliance review of each expenditure, feedback for questionable expenditures
Post expenditures to correct G/L
Electronically maintain all expenditure backup and approvals
High-dollar procurement:

For expenditures exceeding $25,000, issue, receive, and catalog bids; provide for Business Manager/Administration review   Per project, hourly fee, $50/hr rate

Accounting

Monthly Financial Statements 200 $ 2,400
Standard 2M Reports ("Budget Report")
Detail report by G/L code
Initiate and manage benefit renewals through insurance broker, all data updates, and reconciling benefits invoices
Monthly A/P transaction report posted to school website

Financial Audit Support - Prepare all CPA firm-requested items and follow-ups $ 4,000
Monthly bank reconciliations 150 $ 1,800
Assist with annual budget preparation $ 1,700

Compliance Reporting

Prepare all requested financial reports (see table, next tab/ attachment A) and submit to Finance Manager for **review and submission, or'submit directly with Finance Manager approval** 500 $ 6,000

Discount: $ (100)

Grand total - Annual Cost, based on 12-month contract: $ 32,000

Kimberly School District Enrollment History and Projections

ACTUAL ENROLLMENT

	91-92	92-93	93-94	94-95	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	
K	68	76	79	83	90	75	78	90	83	75	85	68	94	95	83	96	103	93	99	102	115	123	150	134	140	125	156	143	K
1	114	86	86	88	87	96	77	81	95	88	83	90	73	103	101	91	108	107	116	112	121	124	149	157	143	172	135	167	1
2	76	99	81	90	92	87	100	84	81	104	88	91	94	75	102	112	98	126	115	119	115	129	133	143	157	140	168	155	2
3	93	73	91	94	94	88	97	98	86	82	108	96	95	98	83	104	110	91	129	121	113	124	130	135	158	163	146	174	3
4	85	95	83	99	96	94	87	97	95	94	85	104	94	108	112	95	111	114	101	127	133	119	134	142	145	169	170	162	4
5	89	88	93	84	112	92	90	90	97	95	98	95	105	106	109	113	108	110	116	117	128	139	126	139	149	153	160	186	5
K-5	525	517	513	538	571	532	529	540	537	538	547	544	555	585	590	611	638	641	676	698	725	758	822	850	892	922	935	987	K-5
6	106	89	97	87	84	120	98	97	95	116	100	116	98	112	100	116	109	100	114	116	117	133	150	122	144	148	161	164	6
7	96	105	88	94	105	87	113	98	98	102	111	104	120	113	114	106	110	114	103	114	113	121	131	150	130	149	146	154	7
8	83	94	102	96	100	109	92	110	98	96	107	112	111	116	117	117	108	117	113	103	111	118	130	126	153	138	146	151	8
6-8	285	288	287	277	289	316	303	305	291	314	318	332	329	341	331	339	327	331	330	333	341	372	411	398	427	435	453	469	6-8
9	82	89	95	110	99	103	105	93	120	100	103	107	124	123	123	111	117	112	118	111	108	121	124	135	131	155	141	144	9
10	64	78	86	91	113	101	108	102	85	124	103	107	102	117	109	119	113	120	105	112	111	111	110	112	139	132	145	145	10
11	71	63	66	74	85	112	99	107	97	82	129	107	88	103	104	102	120	103	111	103	109	106	105	106	112	135	127	139	11
12	60	67	53	59	71	79	113	90	97	98	81	121	100	91	90	95	98	117	104	108	94	104	115	101	108	113	134	121	12
9-12	277	297	300	334	368	395	425	392	399	404	416	442	414	434	426	427	448	452	438	434	422	442	454	454	490	535	547	549	9-12
Totals	1,087	1,102	1,100	1,149	1,228	1,243	1,257	1,237	1,227	1,256	1,281	1,318	1,298	1,360	1,347	1,377	1,413	1,424	1,444	1,465	1,488	1,572	1,687	1,702	1,809	1,892	1,937	2,005	Totals
Growth %		1%	0%	4%	7%	1%	1%	-2%	-1%	2%	2%	3%	-2%	5%	-1%	2%	3%	1%	1%	1%	2%	6%	7%	1%	6%	5%	2%	4%	Growth %

PROJECTED ENROLLMENT

	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34	34-35	35-36	
K	143	146	149	152	155	158	161	164	168	171	174	178	181	185	189	192	196	200	K
1	167	145	148	151	154	157	160	163	167	170	173	177	180	184	188	192	195	199	1
2	155	170	147	150	153	156	159	163	166	169	173	176	180	183	187	191	194	198	2
3	174	157	172	150	153	156	159	162	165	168	172	175	179	182	186	190	193	197	3
4	162	177	160	175	152	155	158	161	164	168	171	174	178	181	185	189	192	196	4
5	186	164	179	162	177	154	157	160	163	167	170	173	177	180	184	188	192	195	5
K-5	987	959	955	939	944	936	954	974	993	1,013	1,033	1,054	1,075	1,096	1,118	1,141	1,164	1,187	K-5
6	164	189	167	182	165	180	159	163	166	169	173	176	180	183	187	191	194	194	6
7	154	166	192	169	185	167	183	159	162	165	168	172	175	179	182	186	190	193	7
8	151	156	169	194	172	187	169	185	161	164	168	171	174	178	181	185	189	193	8
6-8	469	512	527	546	521	534	508	504	486	495	505	515	526	536	547	558	569	580	6-8
9	144	153	159	171	197	175	190	172	188	164	167	170	174	177	181	184	188	192	9
10	145	146	156	161	174	200	177	193	175	191	166	169	173	176	180	183	187	191	10
11	139	147	148	158	163	177	203	180	196	177	194	168	172	175	179	182	186	190	11
12	121	141	149	151	160	166	179	206	182	199	180	197	171	174	178	181	185	189	12
9-12	549	588	612	641	695	717	750	751	741	731	706	705	689	703	717	731	746	761	9-12
Totals	2,005	2,058	2,095	2,126	2,160	2,188	2,213	2,228	2,220	2,239	2,245	2,274	2,290	2,335	2,382	2,430	2,478	2,528	Totals
K-5	987	959	955	939	944	936	954	974	993	1,013	1,033	1,054	1,075	1,096	1,118	1,141	1,164	1,187	
6-8	469	512	527	546	521	534	508	504	486	495	505	515	526	536	547	558	569	580	
9-12	549	588	612	641	695	717	750	751	741	731	706	705	689	703	717	731	746	761	

2%

Estimated Totals for 15 Years

Kimberly School District #414

updated 10/31/2018

RISE Charter School Founders

Definition of Founder:

 Idaho Code 33-5202A (5):

(5) "Founder" means a person, including employees or staff of a public charter school, who makes a material contribution toward the establishment of a public charter school in accordance with criteria determined by the board of directors of the public charter school, and who is designated as such at the time the board of directors acknowledges and accepts such contribution. The criteria for determining when a person is a founder shall not discriminate against any person on any basis prohibited by the federal or state constitution or any federal, state or local law. The designation of a person as a founder, and the admission preferences available to the children of a founder, shall not constitute pecuniary benefits.

Material contribution is defined by the following:

- Writing the petition
- Organizing/hosting open houses
- Developing the curriculum or special programs
- Writing policies
- Preparing the facilities
- Advisory/planning committee attendance in addition to fulfilling assignments given by the committee (developing and administering surveys, data collection, recruiting, making calls, developing materials, etc.)
- Fund raising
- Marketing
- Grant writing
- Serving on the founding board
- Contacting community businesses/organizations to create partnerships and internship opportunities
- Other contributions approved by RISE board members

Material contributions made during the approval process and through the first year of operations will be considered for determining founder status.

Founder's List:

- Michelle Schutt
- Tyler Rands
- Danae Klimes
- Lacee Clinger
- Luke Schroeder
- Keelie Campbell
- Heidi Child
- Jonathan Butler

Petitioning Group Members:

Luke Schroeder – Superintendent of Kimberly school District, Committee Member, Authorizing agent

Sara Crystal – Committee Member, Parent

Deborah Metts - Committee Member, Parent

Dave Makings - Committee Member active in meeting attendance and participation

Heidi Child - Committee Member active in meeting attendance and participation, public relations work, large role with assisting in planning the school's design and implementation of plans, assisted with writing the charter document, ongoing role as part time school administrator and part time project based learning coach.

Keelie Campbell – Bluum Fellow charged with developing and opening the school, assisted with writing the charter document, developed budgets, etc. Ongoing role as part time administrator for the school.

Jessica Fenton - Committee Member, Parent

Michelle Schutt - Committee Member, Parent, served as Committee chair, assisted with writing the charter document, assisted in recruiting board members and partnerships. Ongoing role as board member.

Sara Taylor - Committee Member, Parent

Danae Klimes - Committee Member, Parent, assisted with non-profit paperwork and financial advisement, assisted in recruiting board members. Ongoing role as board member.

Susie Crain - Committee Member, Parent

Jonathan Butler - Committee Member, Parent, participated in all committee meetings, developed surveys, assisted in reviewing survey data, provided insight and advice into school development

Krystal Bateman - Committee Member, Parent

Lacee Clinger - Committee Member, Parent, took minutes of committee meetings, assisted with survey development and other assignments. Ongoing role as board member.

Shane Hallett – Committee Member

Chris Packer – Committee Member

Tyler Rands – Committee Member, assisted with writing charter document, assisted in recruiting board members. Ongoing role as board member.

Eli Searle – Committee member actively participating in most meetings and taking on assignments with public relations.

Jonathan Lord – Committee Member

Jake Massey – Committee Member