

Executive Summary Hayden Canyon Charter School's vision is focused on elevating student achievement and equity through project-based and investigative learning tackling real-world challenges. HCC's education model focuses on developing servant-leader character, 21st Century skills, and habits of mind for creative, critical, and innovative thinking within all disciplines and the arts. HCC has developed a unique student-centered educational program, based on the proven EL Education model, encompassing rigorous and engaging curriculum within active, creative classroom spaces and outdoor learning labs. Students construct understanding and apply learning in core disciplinary content while nurturing an ethic of excellence in producing high quality work. Expeditions challenge students to develop adaptive expertise, establishing strong capacity for success and resiliency in an ever changing society.

Hayden Canyon Charter works as an entire community to ensure students leave the school as leaders of their own learning, equipped and empowered to use their knowledge and skills in actualizing positive change. Funding from the BLUUM Foundation increases the capacity of HCC's learning community to meet and exceed the school's primary goals through a number of significant opportunities. By maximizing staffing resources in year one, HCC is able to facilitate the most timely interventions, differentiated supports, and enrichments from the onset, elevating equity in student achievement. Funding also overcomes barriers to equitable access by providing strategic transportation in year one. This expands opportunities for increased school diversity, fulfilling HCC's enrollment goals. Additionally, CSF grant funds accelerate opportunities for students to engage in a fully realized holistic model with robust technology, art, drama, music, media, creative construction, and makerspace programming, facilitating gains in 21st Century skills and competencies for success in life and work.

A. Goals

Goal 1: Hayden Canyon Charter will add between 270 and 434 K-8 students during its first three years of operation.

HCC tracks and measures student applications throughout the year and holds an annual lottery in March. Should applications fall below expectations, increased marketing and community outreach will be engaged to meet yearly growth projections. Growth projections estimate student enrollment maximized at 840 K-8 students served by year ten.

Goal 2: Hayden Canyon Charter will serve a demographic that meets or exceeds the ethnic and socio-economic diversity of schools from surrounding districts.

While the diversity in Kootenai County remains low at 5.8% of ethnicities other than Caucasian, HCC is nonetheless committed to meeting or exceeding the diversity of surrounding schools as a priority outcome. Hayden Canyon Charter strives to increase equitable opportunities for all by reaching out to Native American, Latino, and other multicultural populations, increasing inclusive marketing strategies, and providing transportation, lunch, and childcare options. HCC tracks and measures demographic diversity within the school, working within communities to maximize outreach and overcome barriers to attendance.

Goal 3: Hayden Canyon Charter will leverage best practice in differentiated and student-centered learning and assessment to ensure at least 80% of students meet or exceed state performance standards for English Language Arts and Math in grades 4 and 8 within three years of opening.

Congruent with EL Education's model, each student at HCC will have a responsive and individualized plan for achievement in all areas of assessment. HCC tracks and measures

achievement outcomes using mastery-based learning and assessment practices, with standards-based targets and success criteria on a rubric-based continuum. This allows students to track and predict their progress as they attain proficiency and mastery in all areas of achievement. HCC will also measure growth and achievement outcomes through the ISAT.

Goal 4: Hayden Canyon Charter will develop clear practices and protocols to ensure students engage in integrated and holistic learning that encompasses the core academic areas, the arts, and technology with essential 21st Century workforce skills and competencies.

In line with the mission and vision of the school, HCC uses a holistic and applied learning approach to ensure students leave the school well prepared as an educated person. To meet this objective, HCC staff will apply the EL Core Practices to the formation of integrated and multi-disciplinary expeditions engaging a holistic approach that is responsive to the unique attributes of the school--demographics, outdoor learning spaces, rich and vibrant community resources. Staff will track and measures student growth in three Domains of Achievement. Additionally, success criteria outlined in rubrics measures student growth in 21st Century workforce skills and competencies. Staff will collaboratively analyze student achievement data in all Domains, adjusting Expeditionary foci, Core Practices, and Protocols in response to data.

These goals frame the mission driven work HCC is committed to achieving, regardless of grant funding, but will be empowered to accelerate and enhance should funding be approved.

B. Educational Philosophy and School Design Principles: With students at the center, the **Educational Philosophy** of Hayden Canyon Charter frames the **Design Principles** of the school as outlined in **Table 1**, forming the basis of every decision, and working to ensure every child has equitable access to the highest quality educational experience.

Table 1. Education Philosophy and Design Principles

Educational Philosophy	Design Principles
1. All students can learn at high-levels —Equity begins with meeting every student where they are and building within them the tools they need to succeed in each area of their learning.	1. Student- centered learning —as a product of student construction of understanding
2. Learning is active —Hands-on, active, exploratory learning environments foster engagement and collaboration. Students are investigating real community problems and collaborating with peers to develop creative, actionable solutions.	2. Impactful ideas —resulting from innovative learning environments
3. Learning is challenging —Students at all levels are pushed and supported to do more than they think they can, achieving proficiency and/or mastery in all areas of achievement.	3. Responsibility and love for learning — created through a personal process of discovery and a collaborative activity
4. Learning is meaningful —Students apply their skills and knowledge to real-world issues and problems and make positive change in their communities. They see the relevance of their learning and are motivated by understanding that learning has purpose.	4. Learning from challenges and persevering to successful outcomes — through opportunities to grapple with deeper content and work
5. Learning is collaborative — Trust, respect, responsibility, and positive attitudes toward learning permeate the culture. Learning the value of others’ perspectives, ideas, and ways of problem solving promotes working together toward understanding, solution-making, and creating impactful, resonant culminating work.	5. Collaboration and growth — achieved through self-reflection, the collaborative process and feedback from others
6. Learning is public —Through formal structures of presentation, exhibition, critique and data analysis, students and teachers build a shared vision of pathways to achievement (EL Education: Core Practices, 2018).	6. Empathy and caring — facilitated through the Crew community and team building activities 7. Diversity and inclusion — an overarching school focus --emphasized in heterogeneous and multi-age classroom groupings 8. Relationship with the natural world —which is both interactive and respectful 9. Higher order thinking and reflection — cultivating creative and critical thinking, taking time to explore one’s own thoughts and consider ideas with other students and adults 10. Service and compassion —through servant- leadership practices

Framework for Instructional Practice: HCC’s Educational Philosophies and Design Principles are ideologies that frame all curriculum and instructional decisions and practice in the context of HCC’s competency-based, student-centered approach. HCC’s framework is informed by the American Institutes for Research description of student-centered learning related to math.¹ In

1. American Institutes for Research, 2019

this context teachers use instructional approaches that are **responsive** to student learning differences and **adaptive** to meet their needs. Hayden Canyon Charter expands these pedagogies throughout all disciplines and grades. Furthermore, student-centered learning influences the design of each classroom where flexible seating, collaborative workspaces, bright, natural light, and furnishings that invite creativity as well as reflection form optimal learning environments.

The **Educational Philosophy, Student-Centered Design Principles, and Framework for Instruction** are actualized through EL Education’s research-based and widely recognized **Core Practices**, addressing five **Dimensions of Learning: Curriculum, Instruction, Assessment, Culture and Character, and Leadership**. School leaders and staff use the Core Practices, developed and tested over 30 years across the EL Education system, to ensure teacher preparation and student success within three **Domains of Achievement: 1) Core Conceptual Understanding and Skills, 2) Scholarly Habits of Mind and Character Development, and 3) Producing High Quality Work**.

Below are examples of expected student outcomes in each Domain:

- **Core Conceptual Understanding and Skills:** demonstrating proficiency or mastery in Idaho Core Content Standards; using higher order, creative, and computational reasoning to understand the “why” as well as the “how” within all core content; communicating their thinking and critiquing the reasoning of others; and making connections between and among core disciplinary concepts and real-world applications.
- **Scholarly Habits of Mind and Character Development:** engaging and persevering in solving complex problems within and among the disciplines; committing to lifelong learning and knowing how one learns best; working well within diverse teams; standing for equity and embracing diversity; and engaging in crucial conversations with respectful dialogue.

- ***Producing High Quality Work:*** developing an ethic of excellence and discernment of best effort and best work; responding with an open mind to feedback and applying it in multi-iterative processes.

Curriculum: Student-centered learning is at the core of all curricular decisions and design. Hayden Canyon Charter has selected curriculum aligned with the Idaho State Standards, designed to meet or exceed state and federal requirements in ELA, math, science, engineering, social studies, computing and the arts. HCC utilizes flexibilities and autonomies granted to charter schools under state statute to create programs that meet the needs of the demographic served. The anticipated demographic includes a significant percentage of first generation, rural fringe, and low socio-economic status students.²

HCC takes the EL Education model, proven successful in inner-city and rural, high poverty, and next generation demographic learning communities, and expands integration of disciplines into the project-based curriculum, exploring key ideas through a multidisciplinary lens. This is congruent with an increase in inter and trans- disciplinary approaches to workforce problem solving, preparing an informed and engaged citizenry, as well as contributing to effective community-based solutions. It serves the needs of HCC's students by elevating equitable access to complex and rich content commensurate with real-world challenges, ideas, and solutions. This increases student preparedness for post-secondary education or training, and success in life and work.

Expeditions: Expeditions are a pivotal component of the curriculum and instruction, cultivating growth in the three Domains of Achievement. Expeditions are designed with an integrated

2. U.S. Census Bureau, 2019

approach, applying multidisciplinary understandings throughout project learning cycles. Expeditions afford students mini-explorations throughout the year similar to quarterly electives.

English Language Arts: The research-based, responsive, and standards-driven approach of EL Education's ELA Curriculum is recognized by Mathematica Policy Research as highly effective in all demographic contexts, including rural and underrepresented populations.³ Students have an average gain of 1.4 years of academic growth by the third year using this integrated and highly rigorous, curriculum.

Math: Singapore Dimensions Math will be used in grades K-5, with grades 6-8 using Open Up Resources Middle School Math. Mindset Mathematics curriculum by Dr. Jo Boaler, Stanford math education professor, frames grade-level Big Ideas. All three are proven effective in elevating student engagement, achievement, and positive beliefs about math.⁴

Science: In grades K-5, Idaho State life science standards are embedded within the ELA curriculum. The Curriculum and Instruction Specialist (C&I), has further integrated active learning experiences encompassing the state standards for Physical and Earth science in grades K-3, and the full cadre of science standards for grades 3-8.

Social Studies: The social studies curriculum dovetails with ELA and Science, aligning with the Idaho State Standards. Social studies expeditions take a deeper approach, using primary source documents, and increases exploratory time across grades to engage with core content and concepts. For example, US history is explored over a three-year period using thematic arcs to tie multidisciplinary content with deep conceptual understanding.

3. Nichols-Barrer, I., Haimson, J. 2018. Impacts of Five Expeditionary Schools on Academic Achievement. Mathematica Policy Research.

4. Boaler, J., et al. 2018. Changing Student's Minds and Achievement in Mathematics. *Frontiers in Education*.

The Arts: EL Education’s ELA curriculum ties the arts into each expedition. Additionally, HCC’s leadership team has worked with art experts in the community to expand the arts into every expedition, and daily experience. HCC is developing extensive music, drama, art, and maker-space enrichment programs turning classrooms into creative construction spaces.

Technology: Technology will be used strategically and judiciously for enhancing higher order thinking, creating, and innovating. Technology use will also focus on cultivating essential 21st century workforce skills using word processing, data analysis, and presentation software. HCC’s target is to provide 1:1 computing for all students by year four. Students in all grades will incorporate computational thinking and learning daily through interactive online and hands-on experiences using Code.org, CS First, MIT app developer, and other platforms coupled with interactive coding using applications such as "Dash & Dot," Arduino, TinkerCad, and 3D Printing.

Upper grades will also work toward Google “G-Suite Certification,” which prepares students for a Microsoft “Office Specialist Certification” by the end of Middle School. Students will engage with cutting edge technology and STEM plus computing integrations throughout expeditions and in creative construction increasing their capacity in applied creative, critical, and computational thinking.

Crew: In the spirit of the words of Outward Bound founder, Kurt Hahn, “We are crew, not passengers,” the phrase “We are crew” encompasses the culture of HCC. Crew impels all members of a school community to work together, pitch in, help others, and recognizes that each individual’s success contributes to the success of all.⁵ Crew curriculum is covered in daily meetings facilitated by crew leaders (staff and leadership). Daily crew times

5. EL Education. 2018. Core Practices.

support growth and learning, making time for students to build meaningful relationships with peers, reflect on and monitor academic progress, and focus on character development, social and emotional learning, and restorative practice.⁶

C. Teaching and Learning: The EL Education model put into practice by Hayden Canyon Charter holds constructivist learning and differentiation as primary philosophical beliefs. *Instruction Core Practices* describe varied strategies and adaptive approaches HCC staff will use to capitalize on students' strengths and prior knowledge, bolster areas of challenge, and meet a variety of needs. HCC teachers and leaders will facilitate learning and measure student progress by:

- ensuring curriculum, instructional practice, and assessments are rigorous, meaningful, differentiated based on student needs, and aligned with standards
- engaging all students in daily lessons that require critical thinking about complex, worthy ideas, texts, and problems
- using assessment practices that position students as leaders of their own learning
- holding students accountable to proficiency targets; scaffolding and coaching students in strategies for reaching proficiency and mastery levels of performance and beyond
- ensuring data collected for student learning reflects student achievement using a cadre of authentic assessments, teacher observations of student abilities, norm/criterion based assessments, formative, summative, and standardized tests, portfolios, as well as value added measures of growth
- analyzing data collected from multiple areas such as demographic, perceptions, student learning, and school processes, allowing for the formation of responses, actions, and pro-

6. EL Education. 2018. Core Practices.

grams that meet the needs of all students in all Domains of Achievement ⁷

This data will drive adaptive instruction as teachers both individually and collaboratively analyze the data collected, identifying individual and collective patterns in student achievement. This informs responsive curriculum mapping, lesson planning, and strategies for differentiated instruction. The Leadership team will ensure an adaptive continuum of services and enrichment for highly capable and twice exceptional learners. At-risk students will be provided with Response to Intervention (RTI), utilizing a push-in delivery model provided by HCC's team of adaptive learning specialists including special education, counseling, math, and reading specialists, as described further in Section F.

D. Student Academic Achievement Standards: HCC's three Domains of Achievement form the core of HCC's State Accountability and Mission Specific Educational Program Goals, assessed school-wide at each grade level. Students will demonstrate proficiency and deeper understanding by showing mastery in a body of knowledge and skills within and across disciplines. Growth and achievement within the domains are measured through competency-based assessments and quantified on a continuum from Beginning to Emerging, Proficient, and Mastery levels. Rubrics highlight student achievement and areas for improvement. Over a three year period the following student academic outcomes are expected for students with 90% attendance: **Year One**, 70% of HCC's students will gain at least one year of academic growth and attain grade level proficiency or higher in Math and ELA state assessed benchmarks; **Year Two**, 75% of HCC's students will demonstrate this growth; and **Year Three** will yield 80% of students demonstrating this growth.

7. EL Education. 2018. Core Practices.

HCC will use a cadre of measurement tools, including but not limited to formative, summative, and performance assessments, rubrics, standardized assessments of achievement, and value-added assessments to measure student growth, as well as informing policy and management decision-making based on student outcomes. Value-added assessment identifies the progress made by individual students against their last performance, in addition to assessing how effectively individual teachers, and the school contributed to that progress.

Based on assessment data, predictions are made about the amount of growth students are likely to gain in a given year based on reviewing ISAT, iStation, and other state assessments, as well as student portfolio evidence. Rubrics are the predominant evaluation tool for student work. Students use standards-based success criteria to predict and establish final outcomes for growth and achievement.⁸

HCC will review student data from discipline specific benchmark and state assessments in order to support students and hold them accountable for meeting growth and achievement goals: **1)** Through collaboration, teachers will identify students who are not proficient in habits of work and academic targets, determining a plan for immediately increasing support for each student. **2)** A student support checklist will be completed. **3)** Teachers will offer students regular opportunities for self-assessment on habits of work and academic targets. **4)** If a student continues to struggle, HCC's Student Intervention Team will begin RTI. **5)** An Intervention Team, including school leaders, teachers, and special education staff, if appropriate, will provide intensive remediation to give each student

8. Hattie, J. 2012. *Visible Learning for Teachers*. Routledge. New York, NY

more support and time as needed for reaching targets. Determinations will be made for differentiated assessments within discipline-specific targets. **6)** Proficiency targets move forward with the student until proficiency is reached.

Portfolios: Throughout the school year, students at HCC will develop and maintain digital and three-dimensional portfolios, displaying student-curated work demonstrating growth and achievement. Students also select exemplars of High Quality Work, as outlined in the Domains of Achievement. Portfolio pieces may include visual, written and multimedia pieces derived from expeditionary projects, schoolwork and college/career investigations. Students write reflections on how their work shows evidence of their learning, and progress over time. They also prepare for formal portfolio presentations, guided with teacher mentorship, showcasing learning to parents in student-led conferences.

E. Student Demand and Local Community Support: The March 2019 enrollment of 276 students, with a wait list of over 114 students, confirms both the need and demand for school choice in North Idaho. Between 2017 and 2018, 565 students from 385 families registered interest online. Despite a delay in opening, most families are still highly invested. HCC is projected to enroll between 276 and 439 students in years one through three. With the final buildout of all phases in the permanent building, HCC will have the capacity to serve over 800 students in grades K-8. Furthermore, Kootenai County is one of the fastest growing counties in Idaho, growing at a rate of 2.6% per year.⁹ This, along with the development of the surrounding area also contribute to growth projections. All facilities plans account for this growth. Table 2 shows the ideal and maximum number of students per class.

9. U.S. Census Bureau, 2019

Table 2: Classroom Capacity

Grade	K or K-1	1 or 1-2	2	3 or 3-4	4	5 or 5-6	6	7 or 7-8	8
Max No.	26	27	27	28	28	29	29	29	29
Target No.	21	23	24	25	25	26	26	26	26

Funds are dedicated in the budget, under Other Expenses, to increase marketing and outreach. Prior to the 2019 enrollment window, marketing for HCC was primarily by word of mouth, through community events, and outreach using social media platforms, among other strategies. A fully implemented marketing plan moving forward would include: **1)** media press releases and advertisements; **2)** placement of flyers in outlying rural area public locations such as medical, community, and faith-based facilities, as a means of reaching underserved populations and diverse groups; **3)** increase of web page news releases, Facebook Marketing, Google advertising, and strategic use of social media; **4)** school banners placed throughout the school’s primary attendance zone and outlying rural areas; and **5)** posting regular updates and press releases on HCC’s website.

HCC will draw the majority of its students from the greater Coeur d’Alene, Hayden, and Rathdrum areas as indicated by HCC’s Spring 2019 lottery with documented student zip codes. Coeur d’Alene and Lakeland School Districts serve these areas and student demographics are quite similar with an average of 11.8% non-white students, 1% English Learners, 10.5% Special Needs, and 37.5% low income. HCC, through its marketing and outreach strategies, will have no less than 5% below these statistical benchmarks. HCC is also preparing to offer Before and After School Enrichment (BASE), modeled after the highly successful independent program offered in Lakeland School District. BASE has an affordable fee, with federally subsidized sack suppers

included. BASE would run from 6 AM- 6 PM on Fridays and some holidays as well.

Parent and Community Engagement: Research has consistently shown that parent involvement is linked to improved behavior, regular attendance, and positive attitudes.¹⁰ The level of current and future parent and community outreach is outlined in **Table 3**.

Table 3: Current and Future Community Engagement Strategies

Current Community Engagement & Outreach	Future Community Engagement & Outreach
<p>Parents:</p> <ul style="list-style-type: none"> ● Emails to parents of students actively enrolled ● Emails to interested families ● Board and Ed. Director personal responses to emails ● Facebook--August 2019, 1320 people reached ● Facebook Messenger ● Community Town Meetings ● Hosting Community Movie Nights with information about the school ● Annual Gala Dinner & Auction ● Community Events--Hayden Days, Rathdrum Days, Coeur d'Alene Art on the Green 	<p>Parents:</p> <ul style="list-style-type: none"> ● Email updates on school progress to current and interested families ● Parent involvement on Board of Directors ● Parent-Faculty association (PTO) ● Open House one week prior to first day ● Monthly e-newsletters to parents and weekly events schedule emailed to families/printed if needed ● Increased social media messaging--Facebook, Instagram, Twitter ● Consistent communication using Power School messaging, Remind, Classroom Dojo etc. ● Bi-monthly Coffee with the Ed. Director ● Annual STEAM Carnival for student showcase of work, family fun night, community outreach, fundraising
<p>Community:</p> <ul style="list-style-type: none"> ● Board and Leadership Team personal contact with local business owners, industry, and community stakeholders <ul style="list-style-type: none"> ○ School information packet and prospectus, with links and video ● Board and Leadership team personal contact with Hayden City Council, City Planning Commission, attendance of key meetings ● Interfacing with community members in the primary attendance zone ● Facebook and school website 	<p>Community:</p> <ul style="list-style-type: none"> ● Strategic meetings with community stakeholders for sponsorship of school programming relevant to their professional practice ● Increased media communication ● Placing school flyers and information about HCC at the Boys & Girls clubs, Salvation Army Kroc Center, Head Start Preschools, public and private preschools, community faith centers, community shopping centers, to reach underrepresented populations

F. Effectively Serving all Students: Rural poverty is a reality in the northern Idaho region.

Currently there are over 4500 students living in poverty in Kootenai County, comprising 22%

10. Chen, G. Public School Review, 2018

of the student population.¹¹ HCC anticipates between 40-55% of the student body will qualify for free and reduced lunch, based on surrounding school and district averages. The school is located in a development that is a rural fringe locale. The primary attendance zone overlaps from this rural fringe locale into small suburb locales to the south. The students drawn in the 2018 lottery live in rural fringe, small suburb, rural distant, fringe town, and small city locales.

Regardless of socio-economic status, the staff of HCC recognizes that every student has varied rates of growth on mastery continuums for constructing deep conceptual understandings and learning new skills. Hayden Canyon Charter is committed to a whole child learning model using differentiated learning and assessment strategies with individualized learning plans to ensure all students reach proficiency or mastery in the Domains of Achievement.

The ELA curriculum from EL Education, Singapore Math, Open Up Resources, and Mindset Mathematics embed differentiation strategies and materials in the guidebooks. EL Education Core Practices guiding documents and academic supports provide key strategies, expanding teacher capacity in tiered learning and assessment, to ensure student equitable access to high quality deeper learning. HCC's education model provides cognitively appropriate rigor through curriculum, instruction, and learning experiences that are engaging, stimulating, and supportive, challenging all students academically, intellectually, and personally. Social and emotional learning is embedded into the curriculum to support executive function, self-regulation, and formation of foundational 21st Century workforce skills vital to the modern work environment and engaged citizenry.

A highly utilized learning construct within each blended grade classroom is collaborative

11. American Community Survey, US Census Bureau, 2013-2017

group work. This complements a “push-in” methodology of support for students with special needs and English Language Learners. Teachers will work closely with the Special Education Coordinator to establish supports and scaffolds for students during guided, independent, and collaborative learning times.

Staff will be fully trained in Response to Intervention best practice, with systems in place to pre-screen and identify students right away, maximizing the efficacy of early interventions. With the ability to hire both a math and reading specialist using extra funding from the CSP grant, HCC will increase its capacity to support students with more timely interventions in year one, instead of waiting until year three for these extra staffing supports. HCC’s RTI Model will consist of 3 tiers described in **Table 4**.

Table 4: RTI Model

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> ● All students receive instruction within an evidence-based, scientifically researched core program (EL Model infused with Idaho State Standards). ● All Students at HCC will receive Tier 1 instruction, however, students in need of supplemental intervention receive additional instruction at Tier 2 or Tier 3. 	<ul style="list-style-type: none"> ● For students testing below the expected levels of accomplishment as indicated through on-going assessments, instruction is provided in smaller groups than Tier 1 through our push-in specialists and teachers. 	<ul style="list-style-type: none"> ● Students not making adequate academic or behavioral progress utilizing Tier 1 & 2 intervention strategies and differentiation, will then be referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). ● The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

At times, when behavior interventions are needed, a system of high student accountability and restorative practice will be employed. This system begins with redirection, and moves

through reflection, to counselor support and intervention, conferencing with the Education Leader, and bringing parents into the conversation as needed. Student IEP accommodations will be adhered to, and student safety will be the highest priority.

HCC has identified a highly qualified Special Education Coordinator as well as a 1.0 FTE certified Special Education instructor in grades K-8 for a projected initial enrollment of 276 students in year one. HCC anticipates 13% of the population will have exceptional needs, qualifying for accommodation and/or special education support. Special Education certified and classified staff increase in accordance with enrollment. HCC has a Special Education contingency budget for hiring one or more contracted specialists or purchasing adaptive equipment to meet the accommodation needs outlined in a student's IEP. HCC will ensure facilities are appropriately accessible for students and visitors to the school with adaptive needs and/or disabilities. HCC will disclose on its website and student handbook : **1)** availability of special education services; **2)** every students' right to a Free and Appropriate Education; **3)** confidentiality protections; and **4)** the referral process.

Transportation: Hayden Canyon Charter plans to purchase a new or high-quality used bus with a lift within the first three years of opening. With access to CSP grant funds, HCC would be positioned to accelerate this purchase to the summer prior to opening in 2020. The proposed route encompasses stops along a corridor running north and west of the school, where the highest need exists. The purchase of a bus will also afford the opportunity for HCC's students to participate in off-site expeditionary and extracurricular activities such as field work and cross country meets. CSP grant funding would allow HCC to hire a morning and an afternoon bus driver, facilitating route pick-up, drop-off, and off-site travel.

Nutrition Services: Based upon the Free and Reduced Lunch data from enrolled students, HCC will apply for all applicable federal programs and reimbursements. HCC intends to supply all Free and Reduced Lunch qualified students with a sack lunch, milk, and other healthy snacks per the school's qualification. HCC is working with local vendors to secure the provision of sack lunches. Hayden Canyon Charter plans to set up a commercial grade serving and meal storage kitchen in the Administration building, in compliance with all state and federal codes. CSP grant funding would offset the cost of rolling refrigeration units freeing funds for adaptive learning supports and contingency. Students at HCC will engage in planning, building, planting, and maintaining a school-wide community garden. This garden will provide supplementary organic fruits, vegetables, and herbs to the meal program, encouraging students in healthy nutrition choices.

G. Staffing and Professional Development Plan: In April of 2019, HCC received 64 qualified applications for filling 16 certificated and 4 classified positions. HCC then facilitated two pre-interview workshops where potential staff explored the EL Model. The Education Director interviewed candidates in four rounds, resulting in 24 top-tier candidates. This team of prospective teachers are committed to a 2020 opening.

Hayden Canyon Charter's K-8 education team will participate in two pre-opening immersive weeklong workshops led by HCC's Leadership Team to ensure the development of an outstanding staff, knowledgeable in the Expeditionary Learning Model. A recent study found the successful pairing of EL Education's ELA curriculum with actionable and connected teacher professional learning resulted in significant increases in student ELA achievement. Students gained an average 1.4 years of growth in one year by year two of implementation.¹²

12. Dolphin, S., et al. 2019. Evaluation of the Teacher Potential Project. Mathematica Policy Research

EL Education's professional development (PD) packs are open source, with training for facilitators and school leaders to promote the most effective implementation of the curriculum and model. Utilizing these PD packs will be an integral part of HCC's PD plan.

The Education Director, C&I Specialist, and lead teachers will attend EL conferences and trainings in order to provide the highest level of support and feedback to the teaching staff. To encourage and equip teachers in innovative practice and continuous improvement, HCC staff will engage in 10 hours of professional learning, collaboration, and job-embedded mentorship each week, comprising 25 percent of the workweek. Throughout the school year and summer workshops, HCC staff will engage in over 350 dedicated hours of PD and collaboration.

Staff evaluation will be conducted by the Education Director using the Charlotte Danielson framework. Staff professional learning will address the components of the four domains, bolstering teacher skills, and increasing teacher capacity for achieving SMART goals set by each teacher with the Director's guidance, input, and support. HCC's strong plan uses two-way feedback between staff and leaders, and strong mentorship/coaching to develop staff and ensure a precise implementation of the education model to fidelity across all grade levels.

H. Financial Management and Monitoring plan: Hayden Canyon Charter has demonstrated a clear and comprehensive financial plan. Please see the attached 3-year operating budget and narrative demonstrating the school's fiscal solvency, sustainability, and autonomy actualized through the school's revenue growth, sound financial planning, attention to inflation, and staffing, while maintaining a positive cash flow. Mt. West Bank has drafted terms for a \$100,000 line of credit, pending CSP grant approval, equipping HCC to make allowable purchases without compromising cash flow budgeted from State and Federal funding.

HCC has a viable and well-conceived facilities plan. The proposed facility for Hayden Canyon Charter is located within Hayden Canyon Development's 33-acre Community Campus. The Community Campus site is in addition to more than 250 acres of permanent open space, accessible to HCC students during the school day. This allows HCC's students the opportunity for outdoor learning, a major component of the EL Model. The initial temporary facility option utilizes modular buildings on this site for two to three years in time for a September 2020 start date. Upon approved underwriting, during year two, construction will begin on the permanent brick and mortar facility in year three. Phases 1 and 2 of this 4-phase build-out will be the primary facility for HCC in year four. As enrollment increases, phases 3 & 4 will be built on a two to three-year cycle to accommodate this growth.

The HCC brick and mortar facility will be financed, constructed, and managed by The Institute for Community Hayden Canyon (IFCHC), a 501(c)(3) organization which has been specifically formed for this purpose. IFCHC is affiliated with the national Institute for Community (IFC), established 20 years ago, and possessing extensive experience in owning/managing shared-use community facilities. HCC's responsibility to the IFC will consist of a long-term lease/shared-use agreement for its prorated and primary share of the building mortgage and operating expenses. There is no other compensation paid by HCC to the IFC, and IFC can lease portions of the building to other community entities, when not in use by HCCC, reducing lease costs for the school. HCC's facility costs are 15.2 % of the school's annual budget and are adjusted for inflation.

I. Board Capacity and Governance Structure: Board Director qualities include alignment with the code of ethics in personal, professional and community work. Board Directors add value to the overall skills needed on the board in one or more categories of business management, marketing,

legal expertise, school financial management, education, leadership, entrepreneurship, and community networking.

The Board of Directors will annually assess the strengths of the Directors and train to the needs of the Board for expertise in education, finance, operations, and public relations. The Board of Directors will require and assist each member to complete certification training regarding proper Board functions and operations. The Business Manager/Director will allocate appropriate funds to provide adequate Board training including necessary travel expenses. Assessment and training will be provided by ISBA or comparable directed, facilitated, or self-assessed programs. The programs will provide training for board leadership, open meeting laws, business operations and school finance, funding and fundraising, records keeping, and instructional program pedagogy.

The Founding Board will transition to the Operating Board of between five and nine (5-9) Directors. The number of directors may be changed according to the by-laws and following representation shall be adjusted to comport with the number of directors. This transition shall occur at the first annual meeting prior to the opening of the school, July 2020.

The By-Laws have been adopted to promote and retain long-term commitment to the mission of HCC. This includes staggering the terms of election so that less than a majority of directors is elected in any one year. This process still provides for the promotion of fresh ideas and energies to the BOD. By a vote of the Board, the four (4) directors with the highest number of votes will be designated as Board Appointed Directors A, B, C, and D with the directors receiving the highest two vote counts filling Positions A and D, the director with the third highest vote count filling Position B, and the directors with the fourth highest vote count filling Position

C. The remaining directors shall be designated as Parent Representative Directors E, F, G, H, and I, and will be determined by lot. Initial terms, as seen in **Table 5**, will be as follows:

Table 5: Initial HCC Board of Directors Terms

Three Years:	Position A	Position D	Position G
Two Years:	Position B	Position E	Position H
One Year:	Position C	Position F	Position I

The Board of Directors’ responsibilities include, but are not limited to:

- Securing adequate and appropriate board leadership training available through the Idaho School Boards Association (ISBA) or its equivalent.
- Training will include, but is not limited to, training on school finance, ethics, strategic planning and school governance; clearly defining that governance remain at the board level, while management remains at the school level of operations. A similar assessment and enrollment will take place annually to ensure the Board has continuous training and stays abreast of relevant new developments. Should the Board identify areas of deficiency not addressed by ISBA training or other qualified organizations, the Board of Directors will arrange specialized training.
- Aiding in the business operations of the school, including the procurement of funding and ensuring operation of the business in accordance with the requirements of the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code.
- Monitoring and assessing the school’s compliance with the provisions of its charter under the Idaho Public Charter Schools Act, Chapter 52, Title 33, Idaho Code.

- Holding meetings following open meeting laws, including the posting of agendas at least 24-48 hours in advance, quorums, executive session procedures, meeting frequency, etc.
- Maintaining entity records in accordance with Idaho public record laws, including keeping accurate meeting minutes, complying with public access requirements, and fulfilling any Freedom of Information Act requests for other records in accordance with the law.
- Meeting as necessary, with one meeting serving as the annual meeting of the corporation.

J. School Leadership and Management: Leadership at Hayden Canyon Charter is everyone's responsibility, as "we are all crew," and is modeled at the highest level by the Education Director. The Education Director will be involved at every level of the school day from greeting students in the parking lot, to involvement at the classroom level, and mentorship as a Crew Leader. This modeling of excellence in leadership involves all certified and classified staff, as the entire HCC community works to develop these attributes in each student. In addition to school-wide leadership, HCC has assembled a proposed leadership team to uphold the mission and vision of HCC, ensure sound fiscal operations, and support students and teachers. HCC's leadership staff will consist of:

1. Cynthia Lamb, Education Director/Admin: HCC's Education Director possesses an exemplary and ideal background in school administration, having served as both the school principal and superintendent in a rural school district with an extremely high percentage of low socio-economic students. Eighty percent of the student body of Cynthia's former school participates in the Federal free/reduced lunch program and forty-eight percent are English Language Learners. Cynthia is well-prepared to model and facilitate the Core Practices and values HCC is built upon, as well as exercise sound financial management and oversight. The Education Director will work

directly with the HCC Board of Directors to drive fiscal decision-making, uphold all Education Codes of Law, spearhead fundraising, build cooperative community stakeholder relationships, hire, develop, and evaluate staff, organize school sponsored community events, and ensure the safety and well-being of staff and students.

2. Business Manager: HCC has plans to hire a well-qualified Business Manager as early as April of 2020 to ensure fiscal solvency, maintain accurate record keeping, and prepare all required budget reports, in addition to business operations such as: human resources, facilities, and Federal Nutrition record keeping and reporting. The Business Manager will provide timely communication with the Board of Directors along with the Education Director.

3. Special Education Coordinator: The identified Special Education Coordinator will work closely with the Education Director and shall be responsible for the implementation and record keeping associated with Federal Programs. The Special Education Coordinator shall lead HCC's adaptive learning team and will conduct all assessments in conjunction with the school counselor and contracted school psychologist to determine student identification and need for special education services, lead IEP meetings, and provide push-in services as well as teacher support for meeting the needs of students with IEP's and 504 Plans.

4. Curriculum and Instruction Specialist: The identified C&I Specialist has extensive experience with the EL model and is an essential component to HCC's leadership team. Together, the Education Director and C&I Specialist will continue developing school-wide programming and innovative professional learning opportunities. Planned and responsive professional learning ensures successful implementation of the education program. The C&I Specialist will continue

personally training in the EL Model and serve as a mentor to the teaching staff, providing informal observations and teacher feedback to ensure the effective facilitation of the EL Model.

Per HCC school policy, the Board will evaluate the Education Director yearly, no later than May 1, in which 67% of the evaluation will be based upon Professional Practices and aligned with the Idaho Standards for Effective Principals, with the remaining 33% of the evaluation based on multiple objective measures of growth in student achievement. Following the evaluation, progress toward goals, strengths, weaknesses, and performance areas needing improvement will be discussed. The Education Director will evaluate the other members of the school's leadership team following similar criteria. Any leadership team performance concerns will be addressed through the setting of mutual goals to be met before the next evaluation as well as professional development opportunities.

Material Operational Challenges and Key Risk Factors: The Leadership Team will meet once weekly to collaborate, evaluate, and plan; reporting to the Board monthly, to ensure clear communication of fiscal standing, student progress, and the implementation of HCC's mission and vision. HCC's leadership team will follow a strategic plan with protocols to address and solve material operational challenges and recognize any potential risk factors during the team's weekly leadership meetings. The team will utilize all input of stakeholders to form the best possible resolution plans.

Currently HCC's largest challenge is anticipating the number of special education students the school will serve, these student's individual needs, and the funding the school will receive for Special Services. To address this challenge, HCC has developed strategies for accommodating students with exceptionalities across the learning continuum, based on the average number of

Special Education students in neighboring districts. These strategies include the planned hiring of two full time math and reading specialists in year 3, CSP grant funding would expedite this process allowing the hiring of this support staff in year 1. HCC will also hire extra paraprofessionals, providing additional supports and services to meet student needs.

While occupying modular classrooms in the first years, HCC faces the additional challenge of limited corporate space, such as a gym or cafeteria. HCC is dedicated to providing students with a Federal Meal Program and opportunities for physical exercise. While the school anticipates having these facilities by year four, the Board and Leadership Team recognize that HCC must have plans in place to address student nutrition and fitness. HCC is working with several regional vendors to secure a contract to vend lunches. As a contingency, HCC has budgeted for the necessary equipment and staff needed to prepare student sack meals, and two staff monitored classrooms dedicated for breakfast. CSP grant funds would offset this cost and free the school's base support for increasing certified staffing and supplies to elevate equitable student learning in line with the school's mission and vision.

Students' fitness requirements will be met through outdoor field work, play, exploratories, and learning labs; allowing students the opportunity to hike, snowshoe, garden, play games, and enjoy the natural world while gathering data, researching, and developing an inquisitive and respectful relationship with nature. HCC has also planned to purchase a play structure, playground, and physical education equipment for additional fitness opportunities. When outside activities are not scheduled during winter months students will participate in aerobic, strategic stretching, and strengthening activities within their classrooms.