

Executive Summary

Idaho is missing a key piece of the continuum of care for youth who have been through trauma and are suffering significant mental health consequences. Each year, because accredited residential treatment is not available within Idaho, as many as 100 Idaho youth on Medicaid are placed in out-of-state psychiatric residential treatment facilities as far away as Arkansas, Missouri, Georgia, and Texas, with many more children on waiting lists. Many more Idaho youth on private insurance are also sent out of state.

These youth have been removed from their families, communities, and schools, compounding the trauma they have already experienced. When they return home, the chance for long-term healing and educational success drops drastically due to their separation from family and local community. These kids have lost access to trusted friends and adults, been disconnected from their local communities, and disrupted in school.

Idaho Youth Ranch (IYR) is constructing a state-of-the-art 64-bed Psychiatric Residential Treatment Facility on its Canyon County Hands of Promise Campus to help bring Idaho's kids home. Called the Residential Center for Healing & Resilience (RCH&R), the facility is located on a beautiful 258-acre ranch that features wooded areas, streams, hills, open spaces, farmland, and an equine center that provide an exceptional environment for healing and learning. Construction of the RCH&R is underway and expected to be completed by in the spring of 2023, with the first youth arriving in July.

Integral to the RCH&R is a new 6th through 12th grade Alternative Charter School, Promise Academy, authorized by the local Middleton School District and designed specifically and solely to educate the youth who will reside on campus. The school will offer the opportunity for these youth to develop core academic competencies appropriate to their age and grade level,

provide opportunities for credit recovery for high school students who have fallen behind, and prepare them to succeed in a traditional education setting upon return to their home school.

Part II: Application Narrative

A. Grant Project Goals

Sections 1 & 2: Promise Academy will exclusively serve a unique and specific population of Idaho students – those with a clinical diagnosis of Serious Emotional Disturbance who reside at the RCH&R. As a result, students at Promise Academy may start at any time in the calendar year and may stay for as little as 30 days or as long as 9 months. Most students will attend Promise Academy for longer than 30 days. Accordingly, goals for academic measures correlate to the amount of time a student attends the school.

Goal 1: 75% of the student population attending Promise Academy for the following time periods achieve the noted number of grade level growth in Language Arts and Math:

- First 30 Days: At least .20 of a grade level growth
- 30 Through 60 Days (2 Months): At least .25 of a grade level growth
- 60 Through 90 Days (3 Months): At least .5 of a grade level of growth
- 90 Through 180 Days (6 Months): At least .66 of a grade level of growth
- 180 Through 270 Days (9 Months): At least 1 of a grade level of growth

More details on Academic Progress Measures can be found in the Charter Performance Certificate included in the application appendices.

Goal 2: 75% of students in grade 12 will participate in advanced opportunities, receive industry recognized certifications, or participate in a recognized high school apprenticeship program.

All students in grade 12 will have access to advanced opportunities through the Idaho Digital Learning Alliance (IDLA). IDLA will provide Promise Academy with access to flexible online courses including dual credit or Advanced Placement courses for college credit, opportunity to graduate early, and recover credits. Depending on their length of stay at Promise Academy, some students may not be able to complete a particular program track, but they will be able to continue to work on that track after they transfer back to their home district. Promise Academy's School Leader is currently evaluating which certification and apprenticeship programs meet the needs of our student population with a goal of having select programs available to 12th graders upon opening.

Goal 3: Promise Academy will serve a student population within five percent of local demographics.

While the RCH&R and Promise Academy will serve students from across the state, we anticipate that student demographics like race, gender, and English Language Learners will be most reflective of the Nampa, Caldwell, and to a lesser degree, Middleton and Boise School Districts. Please see section E.1 for more details.

Goal 4: All furniture, technology, assessment tools and software, and curriculum detailed in the project budget will be purchased and installed by July 1, 2023.

The items included in the project budget are specific to the needs of the unique student population being served, and essential for school operations. Curriculum is specifically designed for youth who may be at multiple different performance levels within the same grade level. IT supplies include Chromebooks, interactive projectors, and other items that allow students and teachers to access and fully engage in the curriculum. Assessment tools are designed to monitor

progress toward filling learning gaps, while also aligning with the systems used by the Middleton School District. Sensory furnishings provide multiple variables for seating and workspaces that help students stay focused while at school and help dysregulated students calm down.

The mission of Promise Academy is “United with the Residential Center team, we nurture academic growth for our youth on their journey to hope, healing and resilience”. Promise Academy will fulfill this educational mission in close partnership with the IYR’s Residential Center for Healing & Resilience. These project goals align with Promise Academy’s mission and support the school in achieving its performance goals.

B. Educational Philosophy, Instructional Practices, and Curriculum

Section 1: Promise Academy is founded on the belief that youth in psychiatric residential treatment facilities should have access to an exceptional, individualized educational experience designed to meet each student’s unique needs and situation. High quality education fosters the development of self-regulatory, relational, and cognitive skills, and it is empowering. Promise Academy will meet the educational needs of its students while also supporting and enhancing their therapeutic goals. Given Promise Academy’s small size, a maximum of 64 students, the school is able to develop and implement highly focused and individualized learning plans for each student.

The Core Aspects of Promise Academy’s Educational Program were developed based on the specific educational needs of students receiving treatment at the RCH&R. To identify best practices, team members from IYR and the Promise Academy School Leader have collaborated with charter schools serving residential facilities across the country. Based on these efforts, the following core aspects of Promise Academy’s educational program were developed:

1. Blended Learning: Promise Academy will provide a combination of direct small group instruction, guided independent study and supervised online coursework. Students will participate in cross-curricular and cross grade level instruction as part of the regular instructional program. Staff will be aware of the individual plans for the youth and implement social-emotional interventions to help youth in their academic pursuits.
2. Mastery Based Individualized Education: Each student will have the opportunity to learn at a pace that makes sense to them. Promise Academy will utilize Idaho core standards-based assessments upon enrollment to customize each student's learning plan. By offering individualized, differentiated learning plans to each student, students will have the opportunity to master content they already know, focus on skills and standards they are learning, and demonstrate mastery of standards. Grade level core instruction and interventions will be provided as necessary according to the assessment data. The academic program will work closely with the RCH&R therapeutic program to ensure students are fully supported and receive a seamless learning experience. Physical education, art, music, drama, outdoor experiential learning, and other electives will be integrated into the curriculum. Some of these classes will integrate therapy with instruction, for example, drama, music, and art therapies.
3. Life Skills to Carry Forward: Promise Academy will help students build the mindsets, skills, and attitudes that enable them to succeed in school and in life. Specific skills for operating within a school environment will be taught, practiced and progress monitored. Standards and expectations for student behavior will be crafted with student input where appropriate. Classroom learning will be synthesized with work opportunities on campus and in the community. These will simulate a real-world work experience, helping the

youth learn the basic skills needed in any employment situation – punctuality, following supervisor instructions, getting along with co-workers, completing assigned work tasks, and asking for help when needed.

4. Post-Enrollment Continuity and Support: Each student’s Individual Learning Plan, Shortened Interim Comprehensive Assessment data, performance level data, credit completion or progress toward credit completion and general class level performance will be communicated with their home school. Suggestions for interventions to ensure continued success will be shared with appropriate staff at the home school as well as parents.
5. Year-Round Instruction - Daily Schedule to Accommodate Treatment: Promise Academy will operate on a year-round basis with a calendar that corresponds to the therapeutic programming of the RCH&R. Traditional public school calendars are disruptive and counterproductive in the unique context of a Psychiatric Residential Treatment Facility. Promise Academy’s academic program will be flexible and support the need for students to be scheduled for therapy sessions during the school day. This approach provides the continuity, consistency and predictability needed in the lives of the children in residence.

These practices compliment the Houghton-Mifflin Harcourt (HMH) curriculum selected by Promise Academy, which is customized to meet the specific needs of the school’s student population:

- HMH Anywhere 6-12 + Print Resources – is an all-inclusive online learning platform that includes core instruction, assessment, supplemental practice, intervention, and professional development.

- HMH Reading and Math Interventions – supports underserved students and ensures that they develop the proper foundation skills for fluent reading and higher-level math.

Promise Academy students will arrive at vastly different performance levels within each grade due to their unique life circumstances. For example, an 8th grader may be reading at a 5th grade level, or a 7th grader may be proficient in math at the 9th grade level. This curriculum is designed with the fluidity needed to address this need for all students. It also includes Special Education modules, English Language Learner curriculum, and a curriculum calendar and pacing guide customized for the curriculum. This allows instructors to pace themselves and their students through the curriculum to ensure they are satisfying grade level content requirements and tracking progress through interventions.

The curriculum is designed to support mastery-based education, a research-based educational approach adopted by Promise Academy and the State Department of Education (SDE). Students may come to Promise Academy having not mastered grade level standards, and they may not be on track to master these standards by the end of the year. However, mastery-based assessments will identify where students are towards mastery and performance level, and interventions will be utilized to bring students closer to standards for their grade level and improve student outcomes. This progress is tracked as grade level growth in the project goals.

Section 2: The HMH curriculum is recommended by SDE and EdReports, a leader in the field of instructional material evaluation, and meets all state grade level standards. It includes 6-12 grade Literature, Math, Science, and Social Studies resources and modules, as well as Reading and Math interventions, and resources and modules for Special Education students and English Language Learners. The curriculum is aligned to the Idaho State Core Standards in each content area and provides highly rigorous, learner-centered, differentiated learning.

Section 3: The HMH curriculum selected by Promise Academy closely aligns with the mastery-based pedagogical model while also aligning with SDE standards. Moreover, the curriculum emphasizes and facilitates student one-on-one experience with content. This is significant for underserved students who benefit from this increased level of interactivity because it allows more opportunities for exploration and examining tasks in different ways.

Section 4: As a digital teaching and learning solution, the HMH curriculum provides integration with video conferencing apps, online access to core curriculum, AI-powered independent practice, embedded professional learning for educators, and a proprietary learning management system. The school's technology plan includes curriculum licenses for all students, and students will use Chromebooks to fully engage with the curriculum, submit completed work, interact and collaborate with peers, and complete assessments. Interactive projectors in each classroom will allow teachers to further engage students in teacher and student led group settings. Software and cloud-based systems in the technology plan include MobyMax and i-Ready.

Promise Academy will participate in statewide assessments and the school will conduct baseline academic assessments for grade level standards proficiency and performance grade level equivalency. Students will complete Idaho Standards Achievement Tests (ISAT) and interim comprehensive assessments utilizing Chromebooks.

i-Ready is used by Promise Academy's authorizing agency, the Middleton School District, and will allow for the easy sharing of reports between school and district. i-Ready will also be used to place and group students based on standards. For example, the school can have students from grades 7, 8, & 9 grouped together by intervention level to work on the same skills.

MobyMax is an assessment tool that monitors progress towards filling learning gaps and helps

struggling students catch up to grade level. At Promise Academy, it will be used in progress monitoring of Special Education students.

Section 5: Promise Academy has been established to serve the education needs of the youth residing at the RCH&R and students will be served in accordance with the mandates of the Individuals with Disabilities Education Act, *ESEA §4310*, and other federal and state laws. Promise Academy is uniquely equipped to serve this special populations due to its small student population size, year-round calendar and daily schedule to accommodate treatment, educational philosophy, curriculum, technology plan, outstanding educational staff and training, as well as the resources and staff experience the school will access through its close partnership with the RCH&R. Please see Section F.1 for more details.

C. Teaching and Learning

Instructional practices at Promise Academy will focus on the following elements: individualized instruction, differentiated assignments and assessments, different expectations for different students even with the same assignment, aligned objectives with different ways of achieving those objectives, and emphasis on personal growth from different starting points.

Promise Academy staff will create an Individualized Learning Plan (ILP) for each student which will include a plan for earning credits or credit recovery, as appropriate given each student's unique situation and anticipated period of enrollment at the Academy.

Baseline assessments will be conducted to determine proficiency at grade level and grade level performance equivalency. Proficiency assessments will include the Shortened Interim Comprehensive Assessment (SICA) and Interim Block Assessments (IBA) provided by the State of Idaho.

These assessments will determine a student's baseline level of grade level proficiency and will also be used to determine growth toward mastery of state standards. The SICA assessment will be given as a baseline and at exit, with the IBA given at 90-day intervals during the student's time at the Academy. Promise Academy will use these performance level assessments to determine a student's current grade level performance, to identify gaps in learning, and to inform differentiated instruction.

As part of Promise Academy's dis-enrollment process for students returning home, each student's ILP, SICA/IBA data, performance level data, credit completion or progress toward credit completion and general class level performance will be communicated with their home school. In addition, Promise Academy will share suggestions for interventions to ensure continued success.

Promise Academy will work in partnership with the RCH&R to create an RTI (Response to Intervention) team consisting of school administrators, teachers, and RCH&R counselors. This group will meet monthly to share and analyze performance data, homework, input from teachers, counselors, and parents, and other information. This information will then be utilized by the team to identify individual student needs and the differentiated learning, interventions, and accommodations that may help them.

For example, if a student has a severe reading disability the team may recommend getting the material to them in another way, such as listening to a recording while other students are reading. These interventions will be tracked and evaluated by the team so, if unsuccessful, alternate approaches can be utilized. At Promise Academy, this team will be unique in that it will provide this support system to ALL students, and information, interventions, and accommodations will be incorporated into each student's ILP.

D. Student Academic Achievement Standards

Promise Academy’s achievement standards fully align to meet or exceed the academic standards of the Middleton School District’s Performance Framework. The school has sound practices to monitor student and teacher performance. Measures of academic progress include:

1. Daily progress through curriculum standards
2. Weekly grades or grade equivalents determined through unit assessments
3. Specific daily progress monitoring of student individual growth in Math
4. Specific daily progress monitoring of student individual growth in Language Arts

Academic growth, both at grade level and at individual performance level, will be the definition of progress in this area. Academic measures also include classroom behavior, including daily incidents of disruptive behavior or refusal to work, progress monitoring of positive behaviors, and attendance. Reducing incidents of disruptive behavior, refusal to work, or poor attendance is critical for student success at Promise Academy and in transitioning back to the student’s home school.

Data will be analyzed by the RTI team in the manner described in the previous section to make instructional decisions. Interim benchmarks include the thirty-day through nine-month goals for grade-level growth detailed in Section 1.A. This data will also be utilized by the School Leader and Board of Directors to inform management and policy decisions.

Please see Section G.2 for more information on monitoring teacher performance, and “Appendix B: Performance Framework” of the Charter Performance Certificate included in this application’s appendices for more detail on Academic Measures.

E. Student Demand and Community/Local Support

Section 1: The RCH&R and Promise Academy have been designed to meet the needs of Idaho youth and families who have few resources. In particular, Idaho youth on Medicaid who are sent to out-of-state treatment facilities in significant numbers. Unfortunately, we know that long-term treatment and educational success declines when:

- Families are not involved due to distance
- Additional trauma is created due to separation from family and school
- Youth do not have care coordination to re-enter their local school and community

These youth have already experienced significant trauma in their lives. Separation from their local communities creates additional trauma, and this trauma is compounded again when students are sent to out-of-state facilities that don't have an integrated educational facility. In these instances, students may be placed in a separate school where they are expected to quickly adjust to a new peer group, new teachers, new performance expectations, all the while knowing that they will just as quickly exit when their time at the residential treatment facility is over.

Promise Academy has been established to serve a unique need – educating youth while they reside at the RCH&R. These students suffer functional impairment which substantially interferes with or limits their role or functioning in family, school or community activities. Their diagnosis of Serious Emotional Disturbance (SED) means that they are by definition at-risk. The majority of these youth will be on Medicaid and thus low-income and we anticipate that the majority will also be Special Education students.

IYR has worked closely with the Idaho Department of Health and Welfare (DHW) and the State of Idaho Medicaid provider to identify the need for the RCH&R. Medicaid data shows that as of December 2022, 78 youth were placed in out-of-state Psychiatric Residential Treatment

Facilities. In any given month, 6-8 youth are approved for placement in these facilities and DHW has said they could easily fill the RCH&R, and therefore the school, and keep it filled indefinitely based on the number of youth in out-of-state treatment facilities and those on the waiting list.

Youth will not come to the RCH&R and Promise Academy as the result of marketing and outreach efforts in the traditional sense. Instead, they will come primarily through DHW and Medicaid referral, with some referrals from private mental health practitioners. As an accredited and licensed facility, the RCH&R will be Medicaid eligible and will have the staffing and resources to support referrals and Medicaid billing. IYR already has strong working relationships with DHW and the state's Medicaid provider and will work closely with both on referrals into the residential program and Promise Academy.

100% of students at Promise Academy will be educationally disadvantaged due to their SED diagnosis. There is little demographic data specific to this student population in Idaho but, because the majority of these youth are Medicaid eligible, we anticipate that 85% or more will be low-income. Based on feedback received from other Psychiatric Residential Treatment Facilities, we also anticipate that 75% or more will be Special Education students.

Needs assessments conducted by IYR showed that approximately 70% of the need for residential care in Idaho comes from the Treasure Valley, with the highest need being in DHW Public Health Region 3, which includes Caldwell and Nampa. While the RCH&R will serve students state-wide, we anticipate that student demographics like race, gender, and English Language Learners will be most reflective of the Nampa and Caldwell School Districts, with smaller percentages of students coming from the Middleton and Boise Districts. Promise

Academy expects enrollment to be reflective of the demographics of this combined area, with 12% being English Language Learners and 42% being non-white.

Promise Academy's enrollment capacity is determined by the maximum capacity of RCH&R, which is 64 youth ages 11 to 17. Upon opening in July of 2023, the RCH&R will accept up to eight youth referrals per month and gradually ramp up to maximum capacity, so the school will grow accordingly.

Section 2: Significant planning, community outreach and engagement has paved the way for a successful opening of the RCH&R and Promise Academy. Along the way, IYR consulted with a wide range of stakeholders, including parents who have experience in residential treatment through their own children's lived experience. These parents are excellent candidates for Promise Academy Board membership, and the school will seek to recruit and engage them in school governance.

IYR will utilize Family Driven Care at the RCH&R, a leading-edge practice in residential interventions. Family driven means families have a primary decision-making role in the care of their own children as well as the policies and procedures governing care for all children. At the RCH&R, families will be encouraged to come to the campus and spend time with their children while they are at the facility and spending time at home by the child will also be facilitated, unless contraindicated in the youth's treatment plan.

This approach extends to Promise Academy; school staff will ensure parents are familiar with their youth's educational plan and progress. Parents will be engaged as partners in the work on behalf of their children and encouraged to make educational planning decisions. The work with parents is designed to support them in developing skills and establishing or reaffirming their

role as the responsible adults who can respond adequately to their children's needs. For youth without family immediately available, locating other relatives or non-kin support will be attempted through family search and engagement strategies conducted by RCH&R staff or in partnership with child welfare representatives.

Promise Academy has strong support partners in the local community and statewide. Philanthropic leaders from across Idaho have contributed over \$27.7M to establish the RCH&R, which includes the construction of the Education Center that will house the school. The Middleton School District and Promise Academy have developed a relationship which mutually benefits both the student population and staff from both organizations. In addition, Promise Academy has had conversations with The Peregrine Fund, the Boise Astronomical Society, and the Idaho STEM Action Center to explore educational opportunities for students. IYR's current collaborations with the Boy Scouts of America, YMCA, Ride for Joy, the Caldwell Night Rodeo, and other organizations will extend to the Academy.

F. Effectively Serving All Students

Sections 1 & 2: Promise Academy is structured as an Alternative Charter School with a focus on educating educationally disadvantaged and at-risk students. As a result, the school will serve students with diverse cognitive, physical, social and emotional needs. This will include:

- English Language Learners (ELL): The school will use a home-language survey upon student's enrollment. Students for whom English is a second language will be assessed using the ELL placement test. Promise Academy will hire a core teacher who is ELL certified, or a part-time certified instructor.

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- Special Education students: We anticipate that 75% of youth at Promise Academy will be Special Education students and most will come with Individualized Education Plans (IEPs). The school will hire a certified Special Education instructor, or a core teacher that also holds a special education endorsement, and ensure that they are hired and trained prior to opening. This position is essential for meeting student needs and is also a requirement for federal Special Education funding.
- Students on 504 plans: Promise Academy is constructing physical facilities that are accessible to all, including students with disabilities. Teachers will modify, differentiate, and accommodate for individual students' learning needs, meeting requirements of all 504 plans in order to give youth with disabilities the support and accommodations they need.
- Individual Learning Plans (ILP): Charter Academy staff will work to create an ILP for each student. The school will collect academic and behavior data from student home districts to help inform a learning path for all students, whether they are gifted and talented learners, EL learners, Special Education, or students on 504 plans.

Promise Academy staff will participate in training provided by the RCH&R. These trainings will focus on understanding and working with youth with Serious Emotional Disturbances and will include Trauma-Informed Care, Collaborative Problem Solving, and crisis de-escalation. School staff will be trained in in these evidence-based behavior management models and utilize these approaches in classroom management. When this model is used in both the RCH&R and Promise Academy, the common language will lend consistency and predictability to the work occurring through more formal therapy services as well as at school.

Section 3: IYR will fund breakfast, lunch, and dinner for all youth residing at the RCH&R and therefore all Promise Academy students. IYR is currently constructing the RCH&R, including a kitchen and dining hall with an experienced food service staff and capacity to serve daily meals to all residents of the facility. As a state-licensed and nationally accredited Psychiatric Residential Treatment Facility serving Medicaid youth, the RCH&R is subject to Federal and State requirements and regular inspections to ensure that the food service plan is compliant and addresses residents' nutrition needs.

Section 4: Because Promise Academy students reside on the school campus, regular home-to-school transportation services are not required. While Promise Academy will not need to offer daily home-to-school bussing, IYR will make available to Promise Academy buses and vans that will transport students for field trips, community events and other transportation needs of the students. IYR vehicles will be equipped to transport students with special needs. Promise Academy will ensure that any/all applicable transportation needs identified in a student's IEP and 504 plan are met in accordance with the requirements of state and federal law using the best method of transportation.

G. Staffing and Professional Development Plan

Section 1: When Promise Academy is at full capacity, the following positions will be employed: One certified 6-12 Math teacher to teach Core Math, Intervention Math, and Personal Finance classes; One certified 6-12 Language Arts teacher to teach Core Language Arts, Intervention Language Arts, and Writing for Careers; One certified 6-12 Science teacher to teach Life, Earth, and Physical Sciences, Makerspace STEM Lab, and Science Careers; One certified 6-12 Social Studies teacher to teach World History, U.S. History, Government/ Economics, and Research in Careers; One certified 6-12 or K-12 electives teacher (the School Leader is a

certified K-12 Visual Arts teacher; this position may be combined); One certified K-12 Special Education teacher (this position may be combined with one of the core positions above); One certified School Administrator (School Leader) to function as building manager, instructional leader, and executive of the Local Education Association; One classified assistant to serve as registrar, bookkeeper, and board secretary, and; One part time certified ELL instructor (this will be combined with one of the above core positions). Direct care staff hired by IYR will function as classified paraprofessionals, or teachers' aides, in the Promise Academy classroom and will receive all relevant behavioral and instructional training.

Recruitment of Promise Academy staff has the full support of IYR's Human Resources and Marketing teams to hire top talent for the school and the RCH&R. This includes:

- Job postings on IYR's website that are fed to over 30 different job sites, including Indeed, ZipRecruiter, iHire, universities, and many others.
- An interactive IYR webpage set up to hire for the school and the RCH&R and that engages prospective employees, allowing them to: receive updates and information, receive notifications when jobs are posted in their area of interest (teaching, for example), or schedule time to speak with an HR representative.
- A marketing campaign to create awareness and drive people to the interactive website.
- Networking with college career centers, job fairs, and multiple open houses on the Hands of Promise campus, home to the RCH&R and Promise Academy.

Promise Academy's School Leader is a 25-year educator in Idaho and has many contacts in the state's school districts. A diverse and knowledgeable hiring committee will conduct all screening and interviews. Prospective hires will undergo enhanced background checks and

employment files will be requested, to include transcripts, evaluations, and certifications, and reviewed prior to any offer of employment. All hiring will be approved by the Promise Academy Board of Directors.

Section 2: Supported by its School Leader, Promise Academy will develop and implement a highly focused and individualized professional development plan for each educator that supports staff development, evaluation, retention, and fidelity to the education model. Further, the School Leader will develop a daily schedule and yearly calendar that includes ample time for planned professional development.

To serve the unique needs of Promise Academy's students, initial professional development for staff will include training in crisis de-escalation, Collaborative Problem Solving, and Trauma-Informed Care. Instructional staff will also be trained in the work of Robert Marzano and his book *The New Art and Science of Teaching*, which focuses on teacher and student outcomes. Instructional staff will also receive training on the work of John Hattie in his book *Visible Learning*. One half day per month will be devoted to ongoing professional development and in-service training on the models referenced above.

The School Leader is certified in the Danielson framework of evaluation, the teacher evaluation model used by the majority of Idaho's school districts, and will utilize this framework at Promise Academy. The administrator is also an experienced instructional coach, having performed these duties for the past five years with a staff of 22 teachers. This School Leader will utilize the research-based work of Justin Baeder in his book *Now We're Talking* as a model for effective instructional coaching, in conjunction with a drop-in model of visiting all classrooms at least twice a week throughout the school year. Time is built into the master schedule for teachers to observe other teachers during the school day. This observation time is recognized as a primary

driver in teacher improvement and is a key element relating to a positive school culture and happiness within the staff.

The School Leader will utilize a research-based model of shared leadership, the work of Brian McNulty and Laura Bresser in *Leader Make it Happen*, to build effective leadership teams and to encourage innovation and continuous improvement in the classroom. All instructional staff will take part in examining data and using it to make instructional decisions. The school's curriculum and assessment tools allow for the monitoring of data on a weekly and even daily basis. This is essential due to the relatively short amount of time students will spend at Promise Academy. Moreover, performance Improvement will be a hallmark of the RCH&R, and the school will be included in these efforts.

H. Financial Management and Monitoring Plan

Section 1: Please see this application's project budget, budget narrative, and three-year operational budget that detail operational and financial capability to manage the successful and sustainable implementation of the proposed activities.

Section 2: As a part of IYR's RCH&R, Promise Academy has a viable and well-conceived facilities plan. IYR is currently constructing this state-of-the art facility that includes Promise Academy and an adjoining wellness center, two residential halls with a 64-youth capacity, a welcome center, a dining hall, and a recreation hall. Construction is anticipated to be completed in spring of 2023, adding to the Equine Therapy Center already located on the campus.

In designing all facilities on the Hands of Promise Campus, IYR considered our nearly 70 years of experience providing treatment to vulnerable youth, and the team conducted extensive

research with successful treatment centers across the United States as well as youth and parents who have experienced residential treatment.

By design, Promise Academy is connected to the wellness center, allowing for easy and efficient student access to both therapeutic and educational services. The school includes six classrooms (each containing a private bathroom), 2 breakout or project rooms, an open reception area, an open staff office area with 2 adjacent meeting rooms, janitorial room, information technology equipment room, storage room, and a public restroom.

Students will utilize all the facilities and resources on the Hands of Promise Campus, including but not limited to the extensive outdoor spaces and resources, the recreation center, and the dining hall. Facility costs are well under 20% of the school's annual budget, as shown in the 3-year school operational budget.

Section 3: Please see budget narrative for more details on activities to accelerate learning for educationally disadvantaged and at-risk students. As noted in Section J.2, IYR and Promise Academy have identified risks associated with staffing levels and the ability to serve the youth in our care. The phased opening plan described in this section is designed specifically to mitigate this risk.

I. Board Capacity and Governance Structure

Section 1: Promise Academy has established a founding Board of Directors who collectively possess a depth and breadth of skills and experiences that will enable Promise Academy to open as a new charter school and successfully serve its unique student population upon opening. This Board reflects the diverse experiences and skills needed to support the success of the school. In building the Board, Promise Academy has considered and will continue

to look for Directors with skills and experience in education, post-secondary preparedness, law, real estate, strategy, finance, management, external relations, social service, and residential treatment for youth.

The founding Directors are IYR's Chief Executive Officer Scott Curtis, Chief Financial Officer Kimberly Thomas, and Chief Risk Officer and House Counsel Richard Alis. Application appendices include resumes and bios for each Board member. Promise Academy was intentional in building a Board with this initial composition – these are the people most involved in planning for both Promise Academy and the RCH&R, and they have the best understanding of how systems for both organizations need to be established to support one another.

Promise Academy also recognizes the need to enhance Board composition to include more diversity and separation from IYR. Prior to the school opening, Promise Academy will recruit additional Board members to facilitate this change. This includes Board members with experience in education administration, a recognized skill-gap in current Board composition. At least one of the three founding board members will come off of the Board at that time.

In the five years leading up to the opening of the RCH&R, IYR has consulted with a myriad of individuals with skills and experience in the areas listed above. This group of individuals provides a ready pool of candidates for Board membership.

Section 2: The Promise Academy Board will use guidance provided by the Idaho School Board Association and Bluum in drafting policies and procedures. Relevant policies and procedures will be adopted by the board prior to the opening of the school, and prior to receiving any Bluum CSP funding. Because RCH&R clinical programs integrate seamlessly with Promise Academy and IYR staff may be active in the classroom, the Board will also ensure that Promise

Academy policies and procedures align with relevant IYR policies and procedures. Promise Academy has adopted bylaws (included in the appendices Charter Performance Certificate) that outline board roles and responsibilities, including compliance with open meetings and records law.

The Board will ensure that they remain at the governance level of leadership through governance policy that outline board responsibilities and School Leader responsibilities and clearly define the critical relationship between the Board and School Leader. The School Leader is responsible for implementing operating practices to support the school's vision and mission, achieving the organization's goals, implementing board policies, maintaining the financial viability of Promise Academy, hiring and managing all other staff, and complying with all applicable laws. The Board monitors and evaluates how well management is implementing and achieving board policies, goals, and objectives. Board members will be provided additional training, detailing how to effectively transition from a founding board to a governing board as the Academy prepares to open its doors to students in July 2023.

Policies and procedures adopted by the Board will ensure monitoring of performance and academic, financial, operational, and legal compliance, including an annual review of policies and a completion of a conflict-of-interest form.

Section 3: Promise Academy has relationships with two organizations to provide for ongoing training of board members: Bluum and the Idaho School Boards Association (ISBA). Promise Academy's Board of Directors will use Bluum's Charter School Governance Guide and ISBA's School Board Professional Services, including its Professional Development Modules and resources in its New Board Member Packet. Both Bluum and ISBA offer board trainings throughout the year, including ISBA's annual 2-day Conference. Promise Academy Board

members will be encouraged to participate in these training opportunities. Promise Academy's three-year budget includes \$6,000 annually for Board training. Additionally, Board members and school staff will be included in ongoing RCH&R trainings.

Promise Academy will provide all new Board members with a New Board Member Packet that will serve as the foundation for on-boarding. New board members will also meet with appropriate school staff to learn the history, educational program, finances, and legal obligations of Promise Academy. The Board will conduct ongoing self-assessments (surveys) that will include opportunities for the School Leader, School staff, and School community to provide feedback to the Board on the strengths and weaknesses of Promise Academy and the Board.

J. School Leadership and Management

Section 1: The School Leader of Promise Academy serves as the Board of Director's executive administrator for the school and oversees the educational program and charter management. IYR has entered into an in-kind support agreement with Bluum to provide back-office support services for Promise Academy, including HR, payroll, revenue and expenditure processing, accounting and compliance reporting. The School also has access to services provided by IYR's Marketing, HR, Risk Management, and Finance teams. Promise Academy does not have plans to contract with a Charter Management Organization or other Educational Service Providers.

The Promise Academy Board of Directors will conduct an annual evaluation of the School Leader in compliance with all state requirements and Promise Academy policies, including policies that address performance concerns. The School Leader will be evaluated as a building administrator using the Danielson framework for evaluation approved by the state of

Idaho and as the Charter Manager using an Executive Director Evaluation tool and rubric. The Executive Director Evaluation Tool includes objectives and goals in the following areas: Organizational, Financial, Academic, Outreach, Leadership, School Culture, Communication, and Teamwork. Goals evaluation is based on a four-level rubric—Exceeds, Met, Incomplete, and No Progress. A numerical competency summary will also be filled out with the above objectives regarding frequency of demonstrated behavior—5=always, 4=consistently, 3=usually, 2=occasionally, and 1=rarely.

Hired in August of 2022, School Leader Rick Hale brings 25 years of experience in education to the job. Mr. Hale is a certified building level administrator as well as a certified district level administrator. He has worked as a building administrator for 13 years and has served at the district level as Title IX director, McKinney-Vento (Homeless programs) director, interim superintendent, and district leadership team member.

Promise Academy will utilize an Instructional Leadership Team and a Charter Management Leadership Team. The Instructional Leadership Team will consist of the School Leader, Special Education teacher, and core area teachers. The Charter Management Leadership Team will consist of the School Leader, Administrative Assistant, and additional members with expertise in the areas of legal and financial management.

The Instructional Leadership Team will meet twice a month to review student data and make instructional decisions concerning the academic program. This function may be combined with the RTI team referenced in section C.1. Non-identifying data, and decisions will be communicated to the Promise Academy Board of Directors, the RCH&R Leadership Team, and/or the Charter Management Leadership Team as appropriate and relevant to the function of each. The Charter Management Leadership Team will meet monthly one week prior to the

monthly Board of Directors meeting and will review and prepare reports, including: enrollment/ attendance, budget/ financial, state required Idaho System for Educational Excellence uploads, staffing, federal programs reporting, facilities, and grant awards/ management. This information will be shared (respecting confidentiality policies) with the Promise Academy Board and the RCH&R Leadership Team.

Section 2: Promise Academy operations will be closely integrated with operations of the RCH&R. This creates significant benefits for the youth being served but also presents operational challenges, particularly in staffing. Due to interdependencies, understaffing at the RCH&R will impact the number of youth that can be admitted not just to the residential center, but to Promise Academy. A phased opening that includes admitting youth in cohorts of six to eight youth per month will allow for the hiring and onboarding of staff over time and is specifically designed to address this challenge. This graduated ramp up also allows for the appropriate screening and intake of the youth and families in a measured way. IYR has developed a robust hiring plan, detailed in section G, to help address issues related to hiring.

As mentioned previously, school staff and RCH&R staff will train together in de-escalation, Collaborative Problem Solving, and Trauma-Informed Care. First and foremost, mitigation strategies are focused on ensuring the safety and wellbeing of the youth in our care. The approach utilized at the RCH&R and Promise Academy will enable both to meet the complex, challenging needs of youth who have histories of aggression, elopement, and severe dysregulation. With efforts geared toward the individualized and interpersonal, as opposed to standardized and uniform, the program will provide a whole-health response to the mental, emotional, and educational needs for the youth served and their families.