



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

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PUBLIC CHARTER SCHOOL COMMISSION MEETING

October 9, 2014
700 W. Jefferson Street, Boise, Idaho
Idaho State Capitol Building, East Wing 41

AGENDA

Thursday, October 9, 2014 – 700 W. Jefferson Street, Capitol EW 41, 9:00 a.m.

A. COMMISSION WORK

1. Agenda Review / Approval
2. Minutes Review / Approval
3. 2015 Regular Meeting Calendar
4. Presentation of National Association of Charter School Authorizers Evaluation of the Idaho Public Charter School Commission

B. CONSIDERATION OF PROPOSED CHARTER PETITIONS

1. North Star Charter School Proposed Transfer Petition – Second Hearing
2. Coeur d'Alene Charter Academy Proposed Transfer Petition – First Hearing

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the SBOE office at 334-2270 or PCSC staff before the meeting opens. While the PCSC attempts to address items in the listed order, some items may be addressed by the PCSC prior to or after the order listed.

1. Agenda Approval

Does the Public Charter School Commission (PCSC) have any changes or additions to the agenda?

COMMISSION ACTION

A motion to approve the agenda as submitted.

2. Minutes Approval

Does the Public Charter School Commission (PCSC) have any changes or additions to the meeting minutes from August 12, 2014; September 2, 2014; and September 5, 2014?

COMMISSION ACTION

A motion to approve the meeting minutes from August 12, 2014; September 2, 2014; and September 5, 2014.

3. Calendar

The PCSC holds regular meetings on the second Thursday of every other month.

COMMISSION ACTION

To approve February 12, 2015; April 9, 2015; June 11, 2015; August 13, 2015; October 8, 2015; and December 10, 2015 as the dates and Boise, Idaho as the location for the PCSC's 2015 regularly scheduled meetings.

**DRAFT MEETING MINUTES
PUBLIC CHARTER SCHOOL COMMISSION MEETING
TUESDAY, AUGUST 12, 2014
700 WEST JEFFERSON STREET
STATE CAPITAL, EW 41, BOISE, IDAHO**

A regular meeting of the Idaho Public Charter School Commission (PCSC) was held Tuesday, August 12, 2014, at 700 West Jefferson Street, Boise, ID, in the State Capital in the East Wing 41 (EW 41) Hearing Room. Chairman Alan Reed presided.

The following members were in attendance:

Gayle O'Donahue
Nick Hallett
Wanda Quinn
Brian Scigliano
Esther Van Wart

Chairman Reed called the meeting to order at 9:00

A) COMMISSION WORK

1. Agenda Review / Approval

M/S (Quinn/O'Donahue): To approve the agenda as presented. *The motion passed unanimously.*

2. Minutes Approval

M/S (Quinn/O'Donahue): To approve the meeting minutes from June 17, 2014 with the following amendments: correct references to Dr. Kleinhert, changing to Mr. Kleinhert. *The motion passed unanimously.*

B) CONSIDERATION OF CHARTER PETITIONS

1. North Star Charter School (NSCS) Transfer Petition

Bill Russell, Vice Chairman of the Board, Shirley Rau, Teacher, George Coburn, Finance Director, and Ellen Days represented NSCS. NSCS presented its transfer petition using a PowerPoint presentation.

Mr. Russell spoke to the budget issues of NSCS. NSCS had to take out a construction loan of \$12 million at 9% with \$1.2 million debt service for 25% of its

budget. He advised that the process of change has been a long, collaborative effort with bond holders, but NSCS believes it has completely solved its budget problems.

NSCS has an obligation to only do debt service on A and C bonds from \$12 million to \$6 million; \$490,000 is the yearly debt service now. NSCS only has an obligation to make payments at the end of the year on the B bonds if they have funds remaining after building back their reserves. B bonds are due 2049. Bonds will be restructured and renegotiated again. Because NSCS' annual payment of \$1.2 million is now down to \$490,000, the school can afford to move forward.

Mr. Russell introduced George Coburn and stated that Mr. Coburn is present to answer questions.

Shirley Rau, NSCS teacher, gave a presentation to answer academic questions. She provided a brief overview of the school, advising that the curriculum is designed by the teachers to accelerate the learning of all students.

Chairman Reed stated that NSCS's financial documents needs to be completed using the PCSC templates. He asked NSCS why they wanted to transfer.

Bill Russell responded that the Meridian School District wants NCSC to transfer. The school and district have had a difficult relationship in the past, particularly with regard to NSCS's financial situation.

Commissioner Scigliano inquired whether NSCS still had reserves. If excess reserves were used to pay down Series B, would NCSC have adequate contingency reserves?

Bill Russ responded that at this point NSCS's reserves are exhausted. At the end of every year, there will be some funds left, and NSCS will use that to start building a reserve. When reserve is replenished, then B series bonds are paid.

George Coburn said NSCS's operating reserve is 10% of operating fund, which is currently about \$400,000.

Commissioner Quinn commended NSCS for its academic performance and noted the importance of fiscal stability.

Chairman Reed inquired how NSCS arrived at its financial crisis.

Bill Russell stated that poor decisions were made by former board members, none of whom now continue to serve on the NSCS board. In 2009, NSCS took out a

construction loan with long-term financing at an unsustainable rate. The nationwide economic downturn impacted the school's ability to refinance.

Chairman Reed noted that NSCS needs to take additional steps to meet the quality standard established in the PCSC's petition evaluation rubric.

M/S (Hallett/Scigliano): To delay the decision and direct staff to issue to North Star Charter School a written response identifying the specific deficiencies in the petition, including items already identified on the Petition Evaluation Rubric included in these meeting materials.

C) CHARTER SCHOOL ANNUAL UPDATES

1. Kootenai Bridget Academy (KBA)

KBA provided a written report only. The Commission had no comments or questions regarding KBA's annual update.

Commissioner Quinn inquired about KBA's academic performance, and why the new framework was not used.

Ms. Baysinger explained that no test data was available from the state this year.

2. North Idaho STEM Academy (NI STEM)

NI STEM provided a written report only. The Commission had no comments or questions regarding NI STEM's annual update.

3. Palouse Prairie School of Expeditionary Learning (PPSEL)

PPSEL provided a written report only. The Commission had no comments or questions regarding PPSEL's annual update.

D) CONSIDERATION OF PROPOSED CHARTER AND PERFORMANCE CERTIFICATE AMENDMENTS

1. Bingham Academy (BA) Proposed Performance Certificate Amendments

Pat Kolbet, Business Manager, and Doug Owen, Administrator, represented BA via telephone.

Pat Kolbet and Doug Owen appreciated being given the opportunity to add a 4th goal. Mr. Owen said BA was able to make sure they had a quality assessment

and a useful measure for STEM results at the school.

M/S (O'Donahue/Quinn): To approve the proposed performance certificate amendments as submitted by Idaho STEM Academy doing business as Bingham Academy. *The motion passed unanimously.*

2. Compass Charter School (Compass) Proposed Performance Certificate and Charter Amendments

Kelly Trudeau, Administrator, Michael Adolph, Board Chairman, Jason Hessing, Board Secretary, and Cindy Stover, Business Manager, represented Compass.

Commissioner Van Wart verified with Chairman Reed that although the Meridian district was invited to comment on the proposal, no such comment had been received.

M/S (Scigliano/Van Wart): To approve the proposed performance certificate and charter amendments as submitted by Compass Charter School. *The motion passed unanimously.*

3. Idaho Science and Technology Charter School (ISTCS) Proposed Performance Certificate, Charter, and Bylaws Amendments

Tami Dortch, Administrator, Kelly Moulton, Board Chairman, NS Becky Adams, Board Vice Chairman, represented ISTCS.

Ms. Moulton introduced the proposed amendments.

Ms. Dortch explained the reasoning behind the proposed 4th and 5th grade pilot program, citing substantial community interest. ISTCS sent a survey to parents to identify needs; 35 parents responded the first week, and 65 more have responded. She described the academic program that ISTCS would provide, as well as the school's improved financial status. Upon audit, ISTCS's completion carryover is \$56,000, which is an increase by \$45,000. ISTCS is calculating next year's at \$77,000 with or without the pilot program. The first year of the program would be revenue negative, but ISTCS is prepared to absorb the cost. ISTCS has modulars that are approved for occupancy. Market interest for 4th grade exceeds the seats available.

Commissioner Quinn commented that she is pleased to see that ISTCS's proposal is based on programmatic, rather than financial, concerns.

October 9, 2014

M/S (Quinn/Hallett): To approve the proposed performance certificate, charter, and bylaws amendments as submitted by Idaho Science and Technology Charter School. *The motion passed unanimously.*

M/S (Quinn/O'Donahue): To adjourn the meeting.

The meeting adjourned at 10:22.

October 9, 2014



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**PUBLIC CHARTER SCHOOL COMMISSION
SPECIAL MEETING**

September 2, 2014

304 N 8th Street, Boise, ID, Room 242

Office of the Public Charter School Commission - Conference Room

Meeting Called to Order by Chairman Reed at 11:33 a.m. The following Commissioners attended by phone or in person:

Alan Reed	Phone	<input checked="" type="checkbox"/>	Person	<input type="checkbox"/>	Not present	<input type="checkbox"/>
Gayle O'Donahue	Phone	<input checked="" type="checkbox"/>	Person	<input type="checkbox"/>	Not present	<input type="checkbox"/>
Nick Hallett	Phone	<input checked="" type="checkbox"/>	Person	<input type="checkbox"/>	Not present	<input type="checkbox"/>
Brian Scigliano	Phone	<input type="checkbox"/>	Person	<input checked="" type="checkbox"/>	Not present	<input type="checkbox"/>
Wanda Quinn	Phone	<input checked="" type="checkbox"/>	Person	<input type="checkbox"/>	Not present	<input type="checkbox"/>
Esther Van Wart	Phone	<input checked="" type="checkbox"/>	Person	<input type="checkbox"/>	Not present	<input type="checkbox"/>
Gayann DeMordaunt	Phone	<input checked="" type="checkbox"/>	Person	<input type="checkbox"/>	Not present	<input type="checkbox"/>

M/S (DeMordaunt/Hallett): To go into executive session pursuant to Idaho Code Section 67-2345(1)(d) to consider records that are exempt from disclosure as provided in chapter 3, title 9, Idaho Code.

A roll call vote was taken.

The motion passed unanimously.

The PCSC reconvened in open session at 1:30 p.m.

Commissioner Scigliano stated his intention to make a motion, and began with the following explanation:

On August 28, 2014, Hearing Officer Jean R. Uranga issued a document titled Findings of Fact, Conclusions of Law and Recommended Order in this case (the "Decision"). The Decision was accompanied by a document titled Schedule of Review of Recommended Order. Among other things, that Schedule of Review appeared to place review of her Decision in the Board of Education, not in this Commission, and provided for review of her Decision under the contested case procedures of the Administrative Procedure Act, Idaho Code § 67-5240 through § 67-5254, not under the Public Charter School Act of 1998. For the following reasons, we rescind the Schedule of Review of Recommended

COMMISSION WORK

TAB A1-A3 Page 7

Order and retitle her Decision as the Hearing Officer's Findings of Fact and Conclusions of Law.

First, the Hearing Officer was mistaken about the agency who appointed her and who will review her decision. She was appointed by the Idaho Public Charter School Commission pursuant to Idaho Code § 33-5209C(7) and it is this Commission that reviews her decision, not the State Board of Education. Appeals of our decision go to the State Board of Education, see § 67-5209C(8), but it is this Commission, not the State Board, that reviews the Hearing Officer and makes the first decision under § 33-5209C(7).

Second, the Idaho Public Charter School Commission's decision making in and following hearings is not generally subject to the contested case procedures of the Idaho Administrative Procedures Act, Idaho Code § 67-5240 and the following sections. The Public Charter School Act of 1998 does not use contested case terms like "order" to describe determinations under the Act and uses other terms like "decision" to describe this Commission's ultimate determinations under the Act. The Public Charter School Act's limited references to the Administrative Procedure Act are solely for establishing procedures for conducting a hearing, not for establishing procedures for reviewing Hearing Officer's decisions. This Commission was not adopted the Attorney General's Rule of Procedure under the Administrative Procedure Act because review of its hearings and decisions are not governed by the Administrative Procedure Act. See Idaho Administrative Code 08.03.01, Rules of the Public Charter School Commission.

Given the exigency of a school year just starting, the IPCSC may wish to establish an expedited procedure to review the Hearing Officer's decision and reach a final decision.

M/S (Scigliano/Van Wart): To rescind the Hearing Officer's Schedule of Review of Recommended Order; to retitle the Hearing Officer's Findings of Fact, Conclusions of Law, and Recommended Order as Findings of Fact and Conclusions of Law; and to consider the Hearing Officer's Findings of Fact and Conclusions of Law as scheduled for Thursday, September 4, 2014, at 11:15 a.m. MDT. At that meeting, legal arguments of counsel will be held with 20 minutes given per side.

A roll call vote was taken.

The motion passed unanimously.

M/S (DeMordaunt/Hallett) To adjourn the meeting.

The motion passed unanimously.

The meeting was adjourned at 1:37 p.m.

October 9, 2014



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**PUBLIC CHARTER SCHOOL COMMISSION
SPECIAL MEETING**

September 5, 2014

304 N 8th Street, Boise, ID, Room 242

Office of the Public Charter School Commission - Conference Room

Meeting Called to Order by Chairman Reed at 11:30 a.m. The following Commissioners attended by phone or in person:

Alan Reed	Phone	<input checked="" type="checkbox"/>	Person	<input type="checkbox"/>	Not present	<input type="checkbox"/>
Gayle O'Donahue	Phone	<input checked="" type="checkbox"/>	Person	<input type="checkbox"/>	Not present	<input type="checkbox"/>
Nick Hallett	Phone	<input checked="" type="checkbox"/>	Person	<input type="checkbox"/>	Not present	<input type="checkbox"/>
Brian Scigliano	Phone	<input type="checkbox"/>	Person	<input checked="" type="checkbox"/>	Not present	<input type="checkbox"/>
Wanda Quinn	Phone	<input checked="" type="checkbox"/>	Person	<input type="checkbox"/>	Not present	<input type="checkbox"/>
Esther Van Wart	Phone	<input checked="" type="checkbox"/>	Person	<input type="checkbox"/>	Not present	<input type="checkbox"/>
Gayann DeMordaunt	Phone	<input checked="" type="checkbox"/>	Person	<input type="checkbox"/>	Not present	<input type="checkbox"/>

1. Commission Discussion: Consideration of Hearing Officer's Schedule of Review

Chairman Reed advised that only the Commissioners and PCSC staff, as requested by the Commission, would be making oral address during the call; all the all others were invited to listen.

M/S (O'Donahue/Van Wart): To approve the agenda as presented.

A roll call vote was taken.

The motion passed unanimously.

Chairman Reed explained that reason for the meeting was that Odyssey's counsel felt the use of executive session by the Commission on September 2, 2014 was inappropriate, and that Odyssey intended to seek a stay of PCSC action regarding Odyssey's charter on such grounds. Chairman Reed said the September 2, 2014 meeting was appropriate and legal, but he felt it was in the best interest of Odyssey's students to avoid the delay that would be caused by a stay. Therefore, the PCSC is meeting today to again take up the matter originally considered on September 2.

Chairman Reed invited discussion regarding the hearing officer's schedule of review.

Commissioner Scigliano made a motion in several parts and included the following explanation:

First, the Hearing Officer was mistaken about the agency who appointed her and who will review her decision. She was appointed by the Idaho Public Charter School Commission pursuant to Idaho Code § 33-5209C(7) and it is this Commission that reviews her decision, not the State Board of Education. Appeals of our decision go to the State Board of Education, see § 67-5209C(8), but it is this Commission, not the State Board, that reviews the Hearing Officer and makes the final decision under § 33-5209C(7).

Second, the Idaho Public Charter School Commission's decision-making in and following hearings is not generally subject to the contested case procedures of the Idaho Administrative Procedures Act, Idaho Code § 67-5240 and the following sections. The Public Charter School Act of 1998 does not use contested case terms like "order" to describe determinations under the Act and uses other terms like "decision" to describe this Commission's ultimate determinations under the Act. The Public Charter School Act's limited references to the Administrative Procedure Act are solely for establishing procedures for conducting a hearing, not for establishing procedures for reviewing Hearing Officer's decisions. This Commission has not adopted the Attorney General's Rule of Procedure under the Administrative Procedure Act because review of its hearings and decisions are not governed by the Administrative Procedure Act. See Idaho Administrative Code 08.03.01, Rules of the Public Charter School Commission.

M/S (Scigliano/Van Wart): To rescind the Hearing Officer's Schedule of Review of Recommended Order and direct staff to issue a Rescission of Hearing Officer's Schedule of Review of Recommended Order. Additionally, to retitle the Hearing Officer's Findings of Fact, Conclusions of Law and Recommended Order as Findings of Fact and Conclusions of Law. Finally, to adopt the following procedure for review of the Hearing Officer's Findings of Fact and Conclusions of Law: Due to an exigency that requires a rapid decision on this matter to prevent children attending an unaccredited school whose charter could be revoked, the Commission will consider the Hearing Officer's Findings of Fact and Conclusions of Law on Wednesday, September 10, 2014, at 12:30 p.m. MDT. At that meeting, we will hear oral arguments of counsel. The Commission will allow twenty minutes of argument per side.

Commissioner Quinn inquired whether, in his explanation, Commissioner Scigliano intended to refer to the "first decision" rather than the "final decision" under § 33-5209C(7).

Commissioner Scigliano verified that "first" was the correct word.

A roll call vote was taken.

The motion passed unanimously.

M/S (Van Wart/Quinn): To adjourn the meeting. *The motion passed unanimously.*

The meeting adjourned at 11:42 am.

SUBJECT

Presentation of National Association of Charter School Authorizers Evaluation of the Idaho Public Charter School Commission

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

In spring and early summer 2014, the National Association of Charter School Authorizers (NACSA) performed a thorough, formative evaluation of the PCSC. NACSA representatives reviewed extensive documentation and conducted a site visit in order to evaluate the PCSC's application decision making, performance management systems, performance-based accountability, support of school autonomy, and organizational capacity.

DISCUSSION

NACSA's formative evaluation report is included with these materials; NACSA representatives will present their findings during the October 9 PCSC meeting.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff appreciates the recommendations provided by NACSA and is in the process of developing an implementation plan for presentation to the PCSC. As noted by the evaluators, many of the recommendations are already in process.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.

October 9, 2014

August 21, 2014

NACSA Authorizer Evaluation Report

Authorizer

Idaho Public Charter School Commission

Board Chair

Alan Reed



Funding for this report was provided by the U.S. Department of Education through the National Charter School Resource Center. The National Charter School Resource Center is led by Safal Partners under contract number ED-OII-13-R-005.



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Evaluation Scope

This evaluation is designed to provide authorizers a reflective, formative look at their current authorizing policies and practices in relation to NACSA's *Principles & Standards for Quality Charter School Authorizing*. The evaluation process and this report serve as an opportunity for an authorizer to reflect upon the strengths of its authorizing program and determine how best to focus time and energy on areas where the program could be improved.

Consistent with NACSA's *Principles & Standards for Quality Charter School Authorizing*, this evaluation focuses on and is organized according to the following five guiding questions:

1. Does the authorizer approve applications based on applicants' demonstrated preparation and capacity to open and operate a quality charter school?
2. Does the authorizer have effective systems for establishing and monitoring school performance expectations and holding schools accountable as necessary to protect student and public interests?
3. Does the authorizer have rigorous, appropriate standards by which it holds schools accountable for results? Are decisions made with the intent to maintain high standards and protect the students' and the public's interests?
4. Do schools have the autonomy to which they are entitled?
5. To what extent do the organizational structure and systems support quality authorizing practices and forward the authorizer's mission?

The contents of this report are a culmination of a process involving analysis of authorizer policy and practice. NACSA gathers evidence that informs our assessment through an extensive document review, surveys, interviews, and a site visit. We explore each guiding question in detail and present the authorizer with analysis of the applicable standards and recommended actions for strengthening the future work of the authorizing office.

Rating Categories

Authorization quality is rated in two categories:

Established

Refers to the authorizer's practices as set out "on paper" whether by policy, protocol, or other means. It also addresses the way that the authorizer communicates information about its practices to relevant stakeholders within the authorizing agency and to schools. This category rates the authorizer based on what it plans to do.

Applied

Refers to the authorizer's practices as applied. This category rates the authorizer based on what it actually does, in practice.

Within each part of the evaluation, the rating categories are defined more specifically with respect to the authorizer's responsibilities in that area.

Rating System

For each category (established or applied), the authorizer receives a rating as follows:



Well-Developed

Commendable in that it meets or exceeds NACSA's *Principles & Standards*.



Approaching Well-Developed

Fundamentally sound in that it contains most aspects of a well-developed practice but requires one or more material modifications to meet NACSA's *Principles & Standards*.



Partially Developed

Incomplete in that it contains some aspects of a well-developed practice but is missing key components, is limited in its execution, or otherwise falls short of satisfying NACSA's *Principles & Standards*.



Minimally Developed

Inadequate in that the authorizer has minimally undertaken the practice or is carrying it out in a way that falls far short of satisfying NACSA's *Principles & Standards*.



Undeveloped

Wholly inadequate in that the authorizer has not undertaken the practice at all or is carrying it out in a way that is not recognizably connected to NACSA's *Principles & Standards*.

About the Authorizer











The Idaho Public Charter School Commission (PCSC) is an independent statewide commission whose mission is to ensure compliance with Idaho statute, protecting student and public interests by balancing high standards of accountability with respect for the autonomy of public charter schools and implementing best authorizing practices to ensure the excellence of public charter school options available to Idaho families. The PCSC is one of fourteen authorizers in the state and is the largest authorizer within Idaho. Other authorizers include a variety of districts with portfolio sizes ranging from one school to three schools. In the recent statutory amendment that was adopted in June 2013, the legislature granted universities the right to apply to become authorizers. Idaho currently has 50 charter schools, of which 35 are authorized by the PCSC. The PCSC's portfolio currently serves 11,700 students, which equates to 4 percent of the state's public school student population.

The PCSC was established in 2004 and is composed of seven members who are appointed by the governor, speaker, or pro tempore. The commission has no budget or direct staff but is supported through the Idaho State Board of Education office. The board of education (BOE) is responsible for oversight of all public education in Idaho but has no direct authority over the PCSC. The board does hear appeals of the commission's decisions.

When the PCSC was created in 2004, the BOE's executive director was designated to serve as secretary of the PCSC. Mike Rush is the current executive director of the BOE. In 2011, a PCSC director position was created to serve as the executive director's designee and act as secretary to the commission, as well as act on behalf of the PCSC to enforce the charter school statute. A program manager and a part-time administrative position (currently vacant) report to this director. Tamara Baysinger is the current director of the PCSC. The commission has approved three schools for fall 2014 and recently, in June, recommended one school for dissolution.

Executive Summary

Ratings Summary

	Established	Applied
1 Application Decision Making	 Partially Developed	 Minimally Developed
2 Performance Management Systems	 Partially Developed	 Partially Developed
3 Performance-Based Accountability	 Approaching Well-Developed	 Partially Developed
4 Autonomy	 Approaching Well-Developed	 Partially Developed
5 Organizational Capacity	 Partially Developed	 Partially Developed

Key Facts and Findings and Recommended Actions

The PCSC has made significant strides in aligning itself to national best practices and improving the authorizing environment in Idaho. The June 2013 statutory amendment has enabled the PCSC to create a performance-based accountability system with a comprehensive performance framework and a detailed performance certificate. The newly created performance certificate has the potential to become the centerpiece of a strong, performance-driven authorizing program. The PCSC has begun the process of clearly delineating school and authorizer roles and responsibilities. The success of the performance management system will depend heavily on the PCSC's ability to implement the certificate and framework with fidelity, as well as providing clear and ongoing communication to schools regarding expectations.

The PCSC has established academic framework standards that align with the state's ESEA waiver and star rating system. Forty percent of the academic measures cover a school's performance on a set of mission-specific measures. This represents a strong commitment to an individual school's uniqueness, but also a great challenge for implementation. In addition, this is a heavy reliance on measures that are going to be difficult to track and validate, are challenging to use as comparative measures, and will likely be extremely time-consuming for an already limited staff to measure.

In addition, the amended law requires an authorizer to implement a renewal process as part of the charter life cycle. Thus, the PCSC should now focus on developing policies and practices for renewal that comprehensively evaluate charter schools and consistently and transparently maintain a high standard for school performance under its authority.

- **RECOMMENDATION:** Create and implement a comprehensive system for ongoing oversight, evaluation, and intervention that allows for accountability over the course of each charter's term.
- **RECOMMENDATION:** Adjust the performance framework so that mission-specific goals play a less-prominent role.
- **RECOMMENDATION:** Staff should work to develop a well-structured renewal process aligned to the terms of their performance framework. As described in the NACSA *Principles & Standards*, components include:

- Clear, measurable, and attainable academic, financial, and organizational performance standards and targets that the school must meet as a condition of renewal. These should be aligned with the criteria in the performance certificate.
- A cumulative performance report that summarizes the school's performance record over the charter term and states the authorizer's summative findings.
- Requirement that any school seeking renewal apply for it through a renewal application, which provides the school a meaningful opportunity and reasonable time to respond to the cumulative report; to correct the record, if needed; and to present additional evidence regarding its performance.

The PCSC has the largest portfolio of schools authorized in Idaho. They continue to receive new applicants and great interest from those who seek to operate a charter school in the state. The PCSC has implemented a petition evaluation rubric (PER) to assess applicants' quality and capacity but has not yet developed a request for proposals (RFP) that is unique to them as an authorizer. This inherent disconnect creates challenges in terms of strategic authorizing, setting expectations for petitioners, requesting information in addition to statutory requirements, and conducting independent reviews. The current process outlined in statute requires an initial review by the state department of education and tends to be more compliance driven than quality driven. Due to the limited staff capacity as well as the nature of the commission's composition, applicants are led through the process with much handholding, leaving evaluators with lingering questions as to the capacity of the applicants being approved and taking an inordinate amount of time away from necessary authorizing functions—particularly troublesome given the office's limited staff.

- **RECOMMENDATION:** Address obstacles to running a quality petitioning process. This may involve legislative changes or collaboration with other authorizers and should result in the PCSC independently setting clear standards for quality that will increase new schools' chances for success and allow the PCSC to obtain the content needed for a quality application in a streamlined format.
 - Work to establish a clear and transparent petitioning process which includes: a detailed RFP, use of internal/external expert review teams, and an aligned rubric that indicates the expectation that the standard in each category be met.
 - Once clear standards for petition quality and content have been set through an aligned RFP process and PER, discontinue the practice of staff providing substantive technical assistance to petitioners.

The authorizer, despite limited resources, deploys resources effectively and efficiently toward achieving its mission and high-quality authorizing practices; however, many critical functions of authorizing are currently under-resourced. In order to maintain the momentum upon which the essential foundations of the authorizer are being built, the vacant administrative position needs to be filled and additional full-time employees need to be added. The authorizing staff does an excellent job of managing the multiple functions of authorizing and taking the office in an accountability-focused direction, but there are key practices and policies that are lacking in order to ensure a quality portfolio, and their creation and implementation will require resources beyond those currently available.

- **RECOMMENDATION:** Fill open positions and allocate additional staff resources to accountability and ongoing oversight and monitoring.

Application Decision Making

Does the authorizer approve applications based on applicants' demonstrated preparation and capacity to open and operate a quality charter school?

Established:

 Partially Developed

Applied:

 Minimally Developed

Summary Assessment

In terms of established policy, PCSC authorizing staff have developed a detailed rubric for use in assessing applications (referred to as petitions) and, in some instances, communicating expectations to founding groups. Recent improvements to practice have also occurred in the form of a commission-adopted policy stating that no petitions will be approved unless they achieve a score of "2 – meets standards" on all petition evaluation rubric (PER) components. However, critical components of an established process, such as the employment of highly qualified petition review teams made up of internal and external evaluators and use of a formal request for proposals (RFP), are missing. In addition, parts of the PER could be better defined in order to set quality standards and establish clear expectations in all categories. While authorizing staff are generally aware of these shortcomings and cite a lack of financial resources and complications caused by the Idaho charter law (e.g., the PCSC must accept applications referred by traditional school districts), these obstacles prevent the PCSC from functioning at the level required by the NACSA *Principles & Standards* and must be addressed either through changes in policy at the state level or cooperation between all authorizers to establish acceptably high standards for petition review and approval.

As applied, the PCSC's record of application decision making appears weak at best, with a great majority of petitions approved—often despite significant shortcomings. While, as noted above, the PCSC recently adopted a policy to approve only petitions which meet standards on all rubric components, it bears noting that a similar policy had been in place in the past and was largely disregarded. Sample documents from this time period indicate that the commission at times went against its own policy, as well as staff recommendations and approved applications that did not meet standards on all PER components. This in turn caused staff to waive certain critical PER requirements, as the petition had been approved and they were no longer useful for decision making. In addition, PCSC staff spend a considerable amount of time reviewing petition documents and providing feedback and technical support to founding teams, absorbing time and resources that could be spent on other key authorizing functions. While a recently adopted policy to limit the number of opportunities for staff review and feedback is a move in the right direction, this type of in-depth assistance is a drain on staff time, limits the benefits of the petitioning process as a test of founding team capacity, and causes confusion and frustration for applicants who are

frequently uncertain about where the true standard lies. Furthermore, both PCSC staff and commission members recognize that this process has at times resulted in petitions that have been revised with the help of PCSC staff so as to appear fit for approval, despite the fact that the founding team remains ill-equipped to open and operate school. An important step in clarifying the petitioning process and reducing frustration for both PCSC authorizing staff and founding teams will be to develop and implement a request for proposals (RFP) that contains specific directions and quality standards.

Recommended Actions

- Address external obstacles to running a quality petitioning process. This may involve legislative changes or collaboration with other authorizers to allow the PCSC independently to set clear standards for quality that will increase new schools' chances for success.
- Work to establish a clear and transparent petitioning process which includes: a detailed RFP to uniformly communicate standards to petitioners, use of internal/external expert review teams, and an aligned rubric that indicates the expectation that the standard in each category be met. See recent best practice examples such as the Indiana Charter School Board Application for New School Operators and/or Washington State Charter School Commission Request for Proposals.
- Follow adopted policies with regard to approving only those petitions that meet established standards for quality.

1.1 Application Materials and Process

The authorizer provides clear guidance and requirements regarding application materials and submission requirements and runs a clear and well-structured application process with realistic timelines.

Established:

 Partially Developed

Applied:

 Partially Developed

Analysis

ESTABLISHED: The PCSC has not adopted a formal RFP process. Staff note that the establishment of such a process has been hampered by the fact that most new charter applications, called petitions, are first sent to public school districts, and that the PCSC must review all petitions and thus does not intend to use an RFP to recruit specific types of schools. While an authorizer may use an RFP to state its strategic priorities—even while continuing to accept all petitions—perhaps the most important function of an RFP is, as set forth in NACSA’s *Principles & Standards*, to articulate “comprehensive application questions...and provide clear guidance and requirements regarding application content and format.” The authorizing environment is also somewhat unique in that the Idaho State Department of Education (SDE) must conduct a “sufficiency review” prior to the application being sent to any authorizer for potential approval. Applicants must look for information from both the PCSC and SDE in order to have the most complete picture of requirements, which causes not only confusion for petitioners, but inconsistencies throughout the review process.

At the present time the detailed PER serves as the PCSC’s primary point of written communication regarding requirements. Some components of the rubric are well developed and include phrasing that allows for judgment of quality (e.g., uses terms such as *clear*, *comprehensive*, *appropriate*, etc.); however, without defined RFP criteria, petitioners must rely on individual communications with staff to determine the level of depth and detail desired in each area.

APPLIED: Overall, the petitioning process as applied requires further written definition of quality standards and a removal of staff obligations to provide substantive assistance to founding teams. Petitions are accepted on a rolling basis but are subject to timelines set forth in law regarding speed of review as well as a reasonable minimum length of time from approval to opening. Due to a recent policy change staff will provide no more than two reviews per petition, a far more limited basis than used previously and a step in the right direction. However, as noted above, this practice of providing substantive feedback, combined with lack of definition around standards, constitutes a double blow to the petitioning process: falsely improving weak petitions while robbing the strongest of the ability to demonstrate their capacity to meet rigorous criteria.

RECOMMENDATIONS

- Review and revise rubric language around quality expectations.
- Develop a clear RFP process and quality expectations.
- If sufficiency review requirements remain in place, work with the SDE to ensure that communication is clear. This may include creating a graphic depiction, posting links to SDE information on the PCSC webpage, etc.

1.2 Educational Program

The authorizer has thorough requirements and rigorous evaluation criteria for the proposed educational program, including the vision and mission statements, educational philosophy, curriculum and instruction, teaching skills and experience, calendar and daily schedule, target population, enrollment, and plans for educating students with special needs.

Established:

 Approaching Well-Developed

Applied:

 Minimally Developed

Analysis

ESTABLISHED: As noted above, the PCSC requirements and evaluation criteria are formally communicated through the use of a detailed PER. As an RFP has not yet been created, the language of the charter school law and provisions of the evaluation rubric stand as the sole identifiers of quality standards. The rubric addresses: Educational Philosophy, Educational Program Goals, Educational Thoroughness Standards, Special Education Services, and Dual Enrollment, which collectively address all NACSA educational program requirements (listed at left). Most, but not all, educational program rubric sections include opportunities to evaluate quality through language such as, "goals reflect high standards," "includes specific strategies, appropriate plans," etc. However, in some areas rubric criteria around quality are required only to exceed the standard, while a school can be considered to be meeting the standard based simply on covering all required items.

APPLIED: Although individual educational program requirements are generally established in the PER, sample documents provided by PCSC authorizing staff indicate that proposed schools are not always held to the standards set forth in established materials. In the sample evaluation rubric for the Idaho College and Career Readiness Academy (IDCCRA) application, a number of items pertaining to the educational program were not met; however, rather than the application being denied in accordance with PCSC policy, the items were simply disregarded by the commission and the application was approved, counter to staff recommendations. This led staff to waive items as the rubric was no longer relevant to the decision making process. For example, despite the fact that the IDCCRA was unable to document sufficient interest in and demand for the school as required by the evaluation rubric, this section was left unscored with a note reading, "Though the 20 families gathered does not represent strong market interest, PCSC staff have designated this item as nonessential/not related to the approval conditions established by the PCSC." This uneven treatment of requirements sends mixed signals to schools and negates the useful nature of the evaluation rubric itself. Reluctance to set and hold schools to clear market interest and enrollment requirements appears to be having a material impact on the number of PCSC schools able to experience a healthy opening. At the recently observed June meeting of the PCSC, the commission members requested quarterly enrollment reports from several start-up and operational schools that are struggling with enrollment figures far below budgeted projections.

RECOMMENDATIONS

- Establish and articulate minimum quality standards for all rubric criteria.
- Uniformly follow established policies and procedures to provide clarity for applying schools, uphold quality standards, and protect the PCSC from approving schools to open that are unlikely to succeed.

1.3 Organizational Plan

The authorizer has thorough requirements and rigorous evaluation criteria for the proposed organizational plan including the effective governance and management structures and systems (including staffing); founding team members demonstrating diverse and necessary capabilities; and understanding of legal requirements related to opening and operating a charter school.

Established:

 Partially Developed

Applied:

 Minimally Developed

Analysis

ESTABLISHED: The PCSC PER contains criteria pertaining to a number of organizational elements, including governance and management, staffing, and certain legal requirements such as articulating appropriate admissions policies. However, with regard to organizational plan elements, the rubric primarily focuses on the presence of required items, with little opportunity for PCSC staff or commission members to approve or deny petitions based on actual quality as long as items are included. An example can be found in the "meets standard" language around management that states, "Comprehensive management plan identifies roles and responsibilities of the board of directors, administration, business management, contractors, and support staff." As long as a plan is provided and includes the listed items, the school will be meeting the standard, even if the plan is nonsensical, poorly developed, or highly unlikely to result in a functional organization. While authorizers must exercise caution to avoid restricting application approvals to only those using familiar ideas and organizational concepts, an allowance for some degree of assessment around likely success is necessary in order to protect student and taxpayer interests.

The PER does not establish requirements around founding team memberships and capabilities but *does* require that board members reflect diverse experience and skills sets.

APPLIED: The sections of the PER related to the organizational plan had strengths and weaknesses that aligned to those of the educational program. In general, allowance for the evaluation process to add value by determining the likelihood of school success were inconsistent, as some rubric categories included opportunities to assess quality and others did not. Similarly, while the PCSC staff generally used the rubric as designed, in a number of instances, categories where the applicants did not meet the standard were designated "nonessential/not related to the approval conditions established by the PCSC." This treatment included a number of sections in the operational area, such as the plan for smooth transition from founding to governing board, as well as the plan for training students and parents in the use of hardware and software. The discounting of the latter item was of particular concern given that the school in question was a virtual school which would appear to make training on hardware/software especially germane. This issue speaks to the need for an increase in decision alignment and shared standards between PCSC commission members and staff as detailed in section 1.7, as these areas were waived by staff only *after* the commission had approved the petition.

RECOMMENDATIONS

- Establish and articulate minimum quality standards for all rubric criteria.
- Uniformly follow established policies and procedures to provide clarity for applying schools, uphold quality standards, and protect the PCSC from opening schools that are unlikely to succeed.

1.4 Business/Financial Plan

The authorizer has thorough requirements and rigorous evaluation criteria for the proposed business plan including financial viability of the plan demonstrated through budget projections that are aligned with the proposed educational program.

Established:

 Approaching Well-Developed

Applied:

 Minimally Developed

Analysis

ESTABLISHED: The PCSC's business/financial plan requirements are consistent with the overall quality of the PER. Criteria as established are strong, with requirements for a "comprehensive marketing plan, including goals, tasks, timelines, expenses, and responsible individuals," annual external audit assurances, budget and assumptions for the first three years of operations, financial oversight policies, documentation of intended contract services and business partnerships, and more. In contrast to the educational and organizational sections described above, nearly all items related to the financial plan include quality criteria (e.g., realistic fund raising, demonstrated understanding of proper fiscal oversight, etc.). Despite not being contained in an RFP, the criteria and evaluation requirements overall are thorough and rigorous, although the budget and financial information requested could be more detailed. It is worth noting that although the business/financial plan is examined during the application process, this does not appear to correlate with strong outcomes as new schools are not held to their projected enrollment levels or financial plans.

APPLIED: While the business and financial sections of the evaluation rubric include strong requirements, application of these established parameters is compromised by issues similar to those cited in the educational and operational sections above. Sections are at times determined to be "nonessential/not related to the approval conditions established by the PCSC" without a clear justification. However, the item that most clearly poses a challenge to the true viability of new schools is the lack of appropriate linkage between a school's budgeted enrollment projections and what the founding team provides in terms of demonstrated interest from the school's target market. Without strong public interest, even the most professionally presented school budget may prove wildly inaccurate.

A review of decisions and observation during the June PCSC meeting indicated that requests for additional financial information are frequent and that the commission has directed staff to issue letters of concern regarding fiscal status for a number of schools, some within their initial years of operation. While a careful review of a school's financial and business plans cannot root out all potential causes of difficulty, it appears that linking the robust analysis of foundational financial policies and documents to a more thorough examination of the school's target market and demonstrated community support may help prevent weak schools from being approved only to falter upon opening. As the PCSC works to align its practices to the requirements of the newly adopted performance certificate and performance framework, also ensuring alignment between the application process and future school requirements will be critical.

RECOMMENDATIONS

- Uniformly follow established policies and procedures to provide clarity for applying schools, uphold quality standards, and protect the PCSC against accusations of favoritism.
- Strengthen the link between the assessment of financial and business plan documents and the data that will ultimately back them up (e.g., enrollment figures).

1.5 Capacity

The authorizer has thorough requirements and rigorous criteria for evaluating the applicants' capacity to implement the school plan effectively, including but not limited to a substantive in-person capacity interview with all qualified applicants.

Established:

 Approaching Well-Developed

Applied:

 Minimally Developed

Analysis

ESTABLISHED: The PCSC has formally adopted a helpful policy regarding the acceptance and review of new charter school petitions. The policy provides reasonable timelines for review (in compliance with I.C. § 33-5205) and notes that the PCSC will hold an initial hearing on a petition within 75 days of its receipt. Petitions are reviewed by PCSC staff using the PER which is currently the sole source of documentation regarding the PCSC's criteria/expectations for application quality. Authorizing staff review of petitions is conducted in advance of the commission's consideration. PCSC authorizing staff have also created a founder/board member interview template that includes questions on critical topics such as understanding of appropriate roles and responsibilities, background/expertise, financial literacy, and level of involvement with the proposal both in the past and planned. Every petitioner group receives an interview and a summary of results is provided to the PCSC members along with other relevant materials.

The PCSC's application review rubric is detailed and covers nearly all NACSA-indicated application sections. The only weakness in the tool itself is a failure to consistently articulate rigorous quality standards rather than simply checking to ensure items were covered in some form. Adopted PCSC policy dictates that only applications achieving a score of "2 – meets standards" or above in all areas will be approved.

APPLIED: As noted above, the PER is uniformly used to evaluate new school applications; however, at times critical flaws in petitions have been overlooked and petitions approved, even against staff recommendations. This practice greatly diminishes the value of the adopted policy and process and has at times led to the approval of proposals that were unlikely to succeed. Interviews with commission members and staff also indicated a degree of reluctance to establish and hold to rigorous quality standards in some areas (i.e., establishing minimum enrollment levels in line with schools' projected budgets) in an effort to avoid denying an applicant that *might* succeed. While it is critical for authorizers to allow for some degree of uncertainty, it is equally critical to protect the interest of students and taxpayers who will pay (in terms of learning or money) for schools that struggle. The role of the authorizer is to allow only those schools with a high likelihood of success to open—the burden of proving that likelihood must rest exclusively with founding teams.

Additional difficulties with applying rigorous quality standards include the fact that PCSC staff have historically been called upon to provide extensive technical assistance, frequently reviewing four or more iterations of a proposal, each time helping founders to improve the content of their application. While this was done knowing that the application would ultimately gain approval and become the charter, current changes to Idaho's charter law have opened the door to significant improvements in this area. In the future, it will be critical that applications are allowed to succeed or fail based on clearly established criteria and that staff spend as little time as possible 'coaching' founders. Commission decisions should reflect a measured examination of whether a petition is likely to result in a successful school.

RECOMMENDATIONS

- Minimize the time staff spend coaching founding teams.
- Ensure decision alignment with PCSC policy and quality standards.
- Engage external reviewers in the petition review process.

1.6 Priorities and Application Adaptations

The authorizer adapts the "basic" application as necessary based on identified needs including specialized applicant types that are commonly received and/or desired program types.

Established:

 Undeveloped

Applied:

 Undeveloped

Analysis

ESTABLISHED: The PCSC currently has no formal application/RFP and relies on the provisions established by statute, the SDE, and, to a lesser extent, traditional public school districts. The PCSC's PER currently provides the only documentation of the commission's specific expectations.

APPLIED: Given that no formal application exists, opportunities for adaptation and recognition of specialized applicant types do not exist. It is worth noting that the PER does make some adjustments/accommodations for applicants intending to contract with an education service provider (CMO/EMO) as well as applicants intending to start a virtual school.

RECOMMENDATION

- Adopt an official application/RFP which can be adapted as needed based on specialized applicant types, programs, and PCSC priorities. Given the current provisions of Idaho's charter law, this may need to be done in concert with legislative changes and/or collaboration with other authorizers.

1.7 Decision Alignment

The authorizer makes application decisions that are informed by and align with documented evidence and analysis of the extent to which the plan satisfies approval criteria and the extent to which applicants demonstrate strong preparation and capacity to establish and operate a quality charter school.

Established:

 Approaching Well-Developed

Applied:

 Partially Developed

Analysis

ESTABLISHED: As noted in the sections above, the PCSC has recently established a policy regarding the rubric score required for application approval (must meet standards in all areas) and the information to be provided to commissioners, including the petition itself, and completed PER. While the PCSC appropriately reserves the right to adjust PER scores if needed, the adoption of a policy stating that the commission will only approve applications which meet certain specifications is a strong step toward quality decision making.

APPLIED: PCSC staff go above and beyond to ensure commission members are informed regarding petition decisions. In addition to providing commissioners with the petition document and PER, staff also provide a carefully and clearly crafted recommendation document which includes a discussion of the application's strengths/weaknesses, impact of various decisions, staff comments, and proposed phrasing of motions for all potential decision options.

In practice, commission members appear to struggle with balancing the restrictions of the charter law with the need to establish the types of priorities and standards likely to produce successful schools. At present, it appears that PCSC authorizing staff lean toward aligning work to national standards of quality and best practice, while commission members favor an approach more focused on the current statewide context which tends to be softer and allow more variability in the quality of proposals. While many decision making bodies struggle with this juxtaposition, research and experience indicate that students are best served when only petitions with a high probability for success are approved and strong ready-to-open criteria are in place.

Interviews with the commission and staff indicate that substantial common ground does exist in terms of understanding the role of the authorizer as providing oversight rather than technical support or assistance, as well as the fact that communicating and utilizing clear review criteria will assist all parties by minimizing frustration and eliminating surprises for petitioners. It will be critical for staff and commission members jointly to identify a quality framework and philosophy to which they subscribe and establish decision-making points around items such as financial requirements and acceptable enrollment levels which appear to plague portfolio schools.

The commission's track record of decision making is uneven at best, with most schools (75 percent in the last three years) receiving approval—even if numerous hearings were required due to poor application quality. In several cases, petitions were denied following multiple hearings, only to be reconsidered and approved at a subsequent meeting. In many of these cases, approval decisions were made counter to staff recommendations and adopted policy, causing frustration for staff and mixed messages for schools.

RECOMMENDATIONS

- Explore areas where authorizers may use their judgment to develop policies and practices that best serve the community and are in keeping with legislative intent.
- Uphold established policies around application decision making.
- Examine the track record of approved schools versus their application and use the data to inform development of quality enrollment, founder capacity, etc.

1.8 Transparency

The authorizer has transparent processes for both application evaluation and application decision making.

Established:

➊ Approaching Well-Developed

Applied:

➊ Approaching Well-Developed

Analysis

ESTABLISHED: The processes in place for petition evaluation and decision making are publicly available and highly transparent. The PERs filled out by staff are made available to schools, commission members, and the general public through packets posted on the PCSC website. The established policy around application review and approval is also available on the PCSC website, along with the PER, and are thus accessible to all interested parties.

The primary challenge to transparency comes through the complications presented by the current iteration of the Idaho charter law, which requires a sufficiency review conducted by the SDE and makes it difficult for the PCSC to establish its own RFP process. Currently no clear, written documentation of the linkage between the SDE, school district, and PCSC processes is available to schools.

The extensive coaching/feedback discussions had between PCSC staff and founding teams may also be considered to reduce transparency, as outside parties would not always be able to access their content and ascertain their influence on the application and subsequent approval/denial.

APPLIED: The PCSC staff does an exceptional job of presenting application/evaluation materials in an accessible way via its website. Information from past PCSC meetings is archived online and remains available to the public for years after a decision is made.

The challenges to transparency described above mean that stakeholders must navigate a winding path in order to determine where the bar for application quality will be set. In the words of one leader, attempting to understand the application process was "horrible, not because of the people involved, but because there were some big holes in the process...[we] had to keep rewriting and coming back...there was lots of guesswork involved."

RECOMMENDATIONS

- Remove barriers to establishing a clear PCSC RFP and/or work with district authorizers to promote a collaborative common application approach with shared standards for approval.
- Develop a graphic depicting the steps of the process and providing more direct links to useful portions of the SDE website and encourage the SDE to do the same for the PCSC.
- Continue the strong practices already in place with regard to providing information to the public.
- Minimize the time staff spend coaching founding teams.

Performance Management Systems

Does the authorizer have effective systems for establishing and monitoring school performance expectations and for holding schools accountable as necessary to protect student and public interests?

Established:

⊕ Partially Developed

Applied:

⊕ Partially Developed

Summary Assessment

The PCSC is in the midst of a major transition involving the implementation of statutory changes which will dramatically alter the amount, type, and schedule of information that will need to flow to PCSC authorizing staff. As the past year has been largely devoted to the herculean task of negotiating performance certificates (contracts) with all 35 portfolio schools, current monitoring and reporting systems remain largely the same as those from years past and will require significant changes in order to align with the requirements articulated in each school's performance certificate.

The PCSC's extremely low staff-to-school ratio impacts the office's ability to monitor schools effectively at every point in their life cycle. Current ready-to-open practices lack depth and clear standards around what constitutes acceptable preparation, and capacity constraints make it impossible for PCSC authorizing staff to conduct ready-to-open visits for all new schools. Similarly, while established closure protocols are well developed, the application of these protocols would be extremely difficult given their time-consuming nature. As noted above, systems for ongoing monitoring are ambitious but have not yet been developed and implemented. PCSC authorizing staff are clearly committed to holding schools to high standards and have plans to put in place a high-quality performance management system; however, evaluators are concerned about whether the ability to first create and then implement such a system will be realistically possible without addressing capacity issues.

Recommended Actions

- Ensure that policies and procedures around document submission are clearly communicated and align with the needs of the newly adopted performance certificate and performance framework.
- Create and implement policies to address the needs of schools performing at the highest and lowest ends of the spectrum, including intervention and revocation policies to assist in communicating clearly with struggling schools, as well as policies around differentiated oversight to lift reporting burdens where possible for high-performing schools.

2.1 Contracting

The authorizer executes a charter contract for each school that clearly articulates the rights and responsibilities of each party.

Established:

● Well-Developed

Applied:

⊕ Approaching Well-Developed

Analysis

ESTABLISHED: The PCSC is in a unique situation given that changes to the Idaho charter school law in 2013 substantially altered the authorizer role and allowed the use of a formal contracting process for the first time. Over the past two years, the PCSC has implemented a contract, referred to as a performance certificate, for each school. As of the June 2014 commission meeting, all of the schools within the PCSC portfolio had signed contracts.

The performance certificate articulates the rights and responsibilities of both the authorizer and charter school and establishes parameters such as the contract term, preopening requirements, board composition, operational and financial requirements, governing board role and responsibilities, authorizer role and responsibilities, and more. The contract includes a section on the Educational Program which defines the essential design elements of the charter (which would require an amendment if changed), grades to be served, mission, and other key components. The contract also outlines provisions around termination, nonrenewal, and revocation, including a description of the required dissolution process. Specific academic, organizational, and financial expectations are set forth in the school performance framework, which is included as an appendix to the contract.

APPLIED: Discussions with PCSC staff, executive director of the Office of the State Board of Education, Mike Rush, as well as school leaders indicate that PCSC staff did an exceptional job of moving all 35 authorized schools through the process of understanding the contract and developing performance goals, taking the time to meet with each school on multiple occasions. School leaders stated that the process was "very helpful" and that being held accountable to the finished document is "what they [the charter] should be about," indicating a strong amount of buy-in. Despite opportunities to provide feedback, a few stakeholders indicated that they had remaining concerns about the financial framework and whether it would fit their school. Ongoing communication will be necessary, particularly during the initial implementation phase, to ensure that all authorized schools understand the rationale behind framework measures.

RECOMMENDATION

- Moving forward, consider ways to streamline the contracting process and minimize the need for multiple meetings/calls with each school.

2.2 School Opening

The authorizer ensures that approved schools are prepared adequately for opening.

Established:

● Partially Developed

Applied:

● Partially Developed

Analysis

ESTABLISHED: Preopening requirements include some components of best practice but stop short of ensuring that new schools are prepared to open successfully. New charter schools authorized by the PCSC must follow the established preopening requirements for newly approved public charter schools, including attendance at SDE trainings, provision of enrollment, facilities, and calendar updates, a final one-year budget and cash flow document, policy manual, and special education assurances among other things.

The PCSC also requires that schools include a preopening timeline as part of their petitioning process and update the timeline by May 31st of their opening year. However, the level of detail required of the founders in meeting the timeline expectations is minimal and intended to be filled in entirely by the founding team, and aside from the May 31st update, the PCSC does not conduct monitoring check-ins. Developing schools are expected to provide a preopening update, including many of the documents noted above, as well as a completed charter school dashboard and prepared presentation for the PCSC during a commission meeting.

Due to lack of staff capacity, no provision is made for visiting new school sites prior to opening or for preventing a new school from opening if enrollment is insufficient or there appears to be a lack of preparation. The performance certificate does make clear that the authorizer may prevent an unprepared school from opening by acting on or before July 20th. Given concerns about the quality of some approved applications noted in section 1, exercising additional oversight in this area is critical to ensuring that only schools with a high probability of success are able to open.

APPLIED: The PCSC's staff members faithfully implement the school opening procedures adopted by the commission. Discussions with PCSC staff indicate that they are aware of the minimal nature of timeline requirements, but at the current juncture they are relying, in part, on the start-up timeline provided by the SDE to provide a level of quality control. Staff appeared open to the idea of ready-to-open visits but recognized that at the present level of staffing such visits are simply not feasible. Staff also noted that they have discussed the idea of establishing cut-points for key issues such as enrollment but currently determine ability to open on a case-by-case basis. Given the number of PCSC schools currently struggling with enrollment issues, it is clear that a firm, evidence-based enrollment policy is necessary.

RECOMMENDATIONS

- Develop quality standards and deadlines around key start-up activities, such as achieving adequate enrollment levels, securing facilities, and other items that have a high correlation to a school's ability to open successfully.
- Align PCSC start-up timeline requirements with those of the SDE and national best practices.
- Consider ways in which information about new schools' start-up processes can flow more frequently without creating a burden for schools or PCSC staff.

2.3 Ongoing Monitoring

The authorizer has an effective process for monitoring education, financial, and organizational performance of the schools it authorizes.

Established:

● Partially Developed

Applied:

● Partially Developed

Analysis

ESTABLISHED: Given the PCSC's current two-member staff, the monitoring strategy the office plans to deploy is ambitious; however, also worth noting, opportunities for close, proactive monitoring within the office's current structure are extremely limited.

As noted above, changes to Idaho's charter school law in 2013 have dramatically altered the way in which authorizers do their work. As a part of moving to meet the requirements of the updated law, the PCSC adopted formal, performance-based contracts with each of its schools, and as a result, some established policies and procedures are in flux.

As stated in the Authorizer Monitoring Process and Required School Reporting document, due to "operating under new statutory requirements, actual policies and procedures have not yet been developed." However, the PCSC plans to:

- Conduct annual site visits to each school,
- Review annual reports from each school (including academic, financial, and organizational information),
- Assess each school against its performance certificate,
- Examine each school's annual audit, SDE reports, and board membership changes, and
- Review additional information from schools as needed.

In addition, staff intend to continue having schools give an annual update presentation to the PCSC and will be developing further ongoing monitoring processes to align with yet-to-be-developed renewal policy and procedures. It is unclear whether the submission of additional financial documents will be required.

APPLIED: The PCSC finalized its last round of performance certificates in June 2014 and thus is only beginning to implement planned monitoring activities. Staff note that they often feel as if they are "operating in triage mode" and have limited opportunities to conduct the type of ongoing monitoring necessary to proactively catch and address issues. Staff also expressed some concern over whether the planned monitoring cycle would prove realistic given their extremely low staff-to-school ratio (currently 2:35). Further, much work remains to be done as most components of the ongoing monitoring system have yet to be updated to align with performance certificate requirements. This issue is examined in greater detail throughout section 3: Performance-Based Accountability.

RECOMMENDATIONS

- Create a differentiated oversight and monitoring plan aligned to performance-based accountability measures. Such a plan would allow for closer monitoring of struggling schools (perhaps including additional touch-points or report submissions), while allowing high performers an additional degree of earned autonomy (which would be removed if performance levels are not maintained).
- Develop monitoring policies and procedures, including a submission calendar that will optimize staff ability to conduct oversight in a timely, proactive fashion.
- Work with SDE and schools to streamline data formatting and collection in order to reduce staff time requirements.

2.4 School Intervention/Revocation

The authorizer has effective policies and practices for school intervention and revocation and conducts merit-based interventions, including revocation where appropriate, in response to clearly identified deficiencies in the school's record of educational, organizational, and/or financial performance.

Established:

 Undeveloped

Applied:

 Partially Developed

Analysis

ESTABLISHED: At the present time, no formal intervention policy or revocation guidelines exist. In the past, Idaho charter law required authorizers, including the PCSC, to issue notices of deficiency for any deviation from the charter as established in the accepted petition. However, after recent changes to the law the PCSC is no longer required to follow this policy.

The PCSC's contracts and accompanying attachments specify that schools will be held accountable for outcomes and may be closed for underperformance but do not include specific information on how schools can expect to be notified of subpar performance.

APPLIED: While the PCSC has not adopted a formal intervention policy and no longer uses the Notice of Defect process formerly required by law, it has begun issuing letters of concern to schools with serious deficiencies. However, given that these notices are not connected with guidelines for when they will be issued or what must be done in order for such a letter to be lifted, room for confusion remains. Over time, schools may question why one organization received a letter for a violation (which may have justifiably been viewed as more serious by the PCSC) and another did not. Articulating, to the extent possible, the process by which the PCSC intends to exercise judgment in such matters may help build schools' trust and dispel any rumors of unequal treatment.

Similarly, with regard to revocation, the PCSC has only begun using its newly adopted performance framework and has not had the opportunity to communicate fully how/when deficiencies may lead to revocation. At its June 2014 board meeting, the PCSC voted to issue a notice of intent to revoke based on a school's failure to achieve accreditation as required by the performance certificate. This was a critical step but did not leverage the performance framework criteria to the fullest extent, as noted in section 3.4 below. The PCSC staff wasted no time in posting a frequently asked questions document providing information to any interested parties regarding the rationale for the decision and anticipated next steps. While not a formal policy, this practice of providing timely information to stakeholders is to be commended and will assist the remaining PCSC schools in understanding how the performance certificate is being implemented.

RECOMMENDATIONS

- Create intervention and revocation policies.
- Continue the practice of providing transparent and timely information to all stakeholders when a revocation decision is made.

2.5 Renewal

The authorizer runs a well-structured renewal process including clear requirements, a meaningful opportunity for the school to present information and respond to the authorizer's findings, clear communication, and prompt notification of decisions.

Established:

 Undeveloped

Applied:

 Undeveloped

Analysis

ESTABLISHED: As noted in the PCSC's Authorizer Data Summary, "between July 2004 and July 2013, Idaho's charter school statute did not require or permit renewals. Recently adopted statute now requires renewals. Initial renewal decisions for all existing schools must be made between 2016 and 2019. PCSC schools will be considered for renewal between 2017 and 2019 due to standardized testing changes that will result in lack of data for the 2014–15 school year."

At the present time, PCSC staff have not yet developed the renewal process, in part due to the fact that other substantial changes to the law—such as the requirement to implement performance certificates—demanded more immediate attention.

APPLIED: As noted above, the process does not yet exist and thus has not been applied.

RECOMMENDATION

- Staff should work to develop a well-structured renewal process aligned to the terms of their performance framework. As described in the NACSA *Principles & Standards* components include:
 - Clear, measurable, and attainable academic, financial, and organizational performance standards and targets that the school must meet as a condition of renewal. These should be aligned with the criteria in the performance certificate.
 - A cumulative performance report that summarizes the school's performance record over the charter term and states the authorizer's summative findings.
 - Requirement that any school seeking renewal apply for it through a renewal application, which provides the school a meaningful opportunity and reasonable time to respond to the cumulative report; to correct the record, if needed; and to present additional evidence regarding its performance.

2.6 Closure

Following nonrenewal, revocation, or voluntary return of the charter, the authorizer has an effective plan for and ensures orderly closure of schools.

Established:

● Well-Developed

Applied:

⊕ Partially Developed

Analysis

ESTABLISHED: The contracts recently adopted for all PCSC authorized schools include basic information regarding closure in cases of nonrenewal, termination, and revocation. The contract also makes clear that while the board of the charter school has the authority and responsibility to conduct the winding up of school affairs, it is expected that any closing school "shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents."

Embedded in the contract as appendix I is the Idaho Public Charter School Commission Closure Protocol finalized in August 2013. The protocol is comprehensive and provides board members with a wealth of information on the necessary steps to take in the event of school closure. A school following the closure protocol would successfully wind down operations while also easing the transition for families and keeping the authorizer abreast of progress.

APPLIED: Given that performance certificates for PCSC schools were only adopted over the course of the past year, and that the closure protocol was finalized less than one year ago, it is unsurprising that these new policies and procedures have not yet been utilized. Staff appear prepared to make appropriate use of the closure protocol, though as noted in other areas, due to limited capacity it is anticipated that the time-intensive work of overseeing a closing school will place a strain on already full schedules.

2.7 Transparency

The authorizer communicates to schools and the public clearly and consistently regarding expectations for and status of school performance including formal reporting on school performance and status at least annually.

Established:

 Approaching Well-Developed

Applied:

 Approaching Well-Developed

Analysis

ESTABLISHED: PCSC staff have shown a commitment to transparency in this area through their adopted policies and intended implementation. The performance certificates include a statement indicating that "the school shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually." Discussion with PCSC staff indicates that this requirement will be fulfilled by filling out the performance framework annually and sharing results with both schools and commission members. As the commission is subject to open meeting law, these reports will become public information at the time they are brought before the board.

At this time, not all elements of the framework for conducting these annual performance reviews has been established, thus it is difficult to determine whether the timeline, format, and context supplied will be sufficient to keep the public and schools fully informed. It is worth noting that the PCSC has a track record of posting its board meeting materials, including supporting documents, in a way that is easily accessible, searchable, and sensibly organized for interested members of the public.

The PCSC does not currently provide information on a portfolio level and does not presently have established systems in place for formally communicating with the full portfolio of schools on a regular basis.

APPLIED: School leaders who had participated in the development of their schools' performance frameworks and contracts indicated that there were ample opportunities to review the documents in their draft form and provide feedback. PCSC staff also noted that dialogue with the schools during this time was explicitly designed to be transparent and build buy-in.

As noted above, the PCSC has a strong track record of presenting documents to the public in a clear and transparent manner but could develop further in terms of consolidating information for public consumption. School leaders noted some degree of confusion around the implementation of processes/timelines for collecting and inputting information pertaining to performance frameworks. While this is likely due to the fact that staff are still working to develop this information, ensuring that schools are aware of progress and anticipated completion timelines is critical to supporting an accurate understanding of expectations.

RECOMMENDATIONS

- Particularly during this time of transition and development of new policies and procedures, work to keep schools informed through regular progress updates.
- Maintain strong practices around the accessibility of key documents via the PCSC website.
- Work toward public reporting that provides a comprehensible overview of portfolio performance as well as school-level performance.

Performance-Based Accountability

Does the authorizer have rigorous, appropriate standards by which it holds schools accountable for results? Are decisions made with the intent to maintain high standards and protect the students' and the public's interests?

Established:

 Approaching Well-Developed

Applied:

 Partially Developed

Summary Assessment

The performance certificate process has been a challenge for all involved stakeholders, including the commission members, authorizing staff, school leaders, and board members. The development included numerous opportunities for stakeholder buy-in and was driven by a need to define roles and responsibilities for both the schools and the authorizer. Interviews with school staff demonstrated that the process led to higher engagement and a deeper understanding of the performance expectations but that questions remain about implementation and expectations. Amidst the questions and concerns in the field, the PCSC set precedent in the recent June commission meeting by making a key decision based on a school's failure to meet the conditions within its own performance contract. The PCSC's recent decision to begin the revocation process for Odyssey Charter School demonstrates a commitment to utilizing the performance certificate process and the commission's own accountability system to guide high-stakes decisions.

With the recently amended state statute and rules, the PCSC is in the process of developing related policy and procedures. The PCSC has recently adopted a performance framework to guide its performance management and accountability decision-making process. As established in law, the PCSC is required to use the goals established in the performance framework and codified in each school's performance certificate to guide renewal and revocation decisions. At this time, although performance certificates have been adopted for all schools, it remains to be tested how high-stakes decisions will be made and whether or not the PCSC will adhere to the established metrics and measures. There are positive signs that the PCSC is starting to apply the performance certificate requirements when making high-stakes decisions. As exemplified by the Odyssey Charter School intent-to-revoke process, the PCSC in June 2014 took the formal steps to proceed with revocation for the school's failure to comply with material terms of the performance certificate. In doing so, the PCSC demonstrated a keen ability to follow an established condition dictated by law and policy and make a challenging decision that not only establishes a precedent, but also demonstrates a commitment to accountability-driven practices.

The performance framework does establish educational, organizational, and fiscal performance standards by which it intends to hold schools accountable. Sixty percent of the total score is accounted for using the same academic metrics that apply to all Idaho public schools. The remaining 40 percent is based on a school's performance on a set of mission-specific measures. This represents both a strong commitment to an individual school's uniqueness but also a great challenge for implementation. The PCSC has established academic framework standards that align with the state's ESEA waiver and star rating system. In addition, this is a heavy reliance on measures that are going to be difficult to track and validate, are challenging to use as comparative measures, and will likely be extremely time-consuming for an already limited staff to measure. Because the implementation is new and has yet to be utilized to make any high-stakes decisions, an evaluation could not be completed as to the alignment of standards and actions.

Recommended Actions

- Create a performance framework report that is appropriate for all schools, transparent for all stakeholders, and a guide for high-stakes decisions.
- Adjust the performance framework so that mission-specific goals play a less-prominent role.

3.1 Educational Performance

The authorizer holds schools accountable for academic performance using objective and verifiable measures, established in the charter contract or performance framework, that address, at a minimum, student achievement, student growth, and postsecondary success as the primary measures of school quality.

Established:

 Approaching Well-Developed

Applied:

 Partially Developed

Analysis

ESTABLISHED: The PCSC has established academic framework standards that align with the state's ESEA waiver and star rating system. Sixty percent of the total score is made up of metrics that apply to all Idaho public schools. The remaining 40 percent is based on a school's performance on a set of mission-specific measures. This represents both a strong commitment to an individual school's uniqueness and a great challenge for implementation. The PCSC provides mission-specific goal guidance, and schools are left with a lot of flexibility to develop and adopt these particular measures. The PCSC spends time negotiating with each individual school when developing these metrics, and it is unclear how the mission-specific goals are aligned to the larger framework and accountability system. In addition, this is a heavy reliance on measures that are going to be difficult to track and validate, are challenging to use as comparative measures, and will likely be extremely time-consuming for an already limited staff to measure.

While the PCSC does have quantitative educational standards related to measures of absolute proficiency, growth, college and career readiness, and comparative performance, the framework is limited in terms of its charter-specific accountability system. The performance framework does have comparative academic standards that track charter performance vs. traditional public schools, as NACSA would recommend. The standards, aligned to statewide metrics, do not set a higher bar for charter schools, and high school-specific measures are extremely limited.

APPLIED: In practice, it is unclear how the PCSC will use the academic measures and metrics within the framework to make high-stakes decisions and what the implications will be for schools meeting academic measures but failing mission-specific measures. Although there is a clear percentage weighting associated with these categories, the 40% distribution for mission specific measures demonstrates an over reliance on these factors as compared to academic performance data. Commission members see data regarding the schools in their portfolio, but it is not evident how this data is used to drive decision making. It was evident to evaluators that there needs to be a well-developed system for collecting and analyzing the educational performance data at both the staff and commission levels in order to evaluate the performance framework and make high-stakes decisions (see section 2 for more detail).

As noted in section 2, evaluators found that PCSC has not yet utilized the academic framework to guide high-stakes decisions. While the academic measures do correlate to a scoring system, intervention policies or related closure or revocation guidance has not been created. The performance framework and performance certificate have the potential to cause confusion and anxiety among stakeholders if it is not made explicit how the standards will be applied and how the measures will be integrated into the monitoring system.

RECOMMENDATIONS

- Create comparative academic standards that assess charter school performance related to all peer schools.
- Adjust the performance framework so that mission-specific goals play a less-prominent role.

3.2 Financial Performance

The authorizer holds schools accountable for financial performance using appropriate near-term and sustainability measures, established in the charter contract or performance framework, as the primary indicators of a school's financial viability.

Established:

 Approaching Well-Developed

Applied:

 Partially Developed

Analysis

ESTABLISHED: The PCSC's financial performance indicators are clearly delineated within the performance framework. The performance framework aligns with national best practices and includes key ratios such as current ratio, unrestricted days cash, debt to asset ratio, and debt service coverage ratio. The financial performance indicators measure both near-term and sustainability metrics. The performance certificate requires annual audits and appropriate financial controls.

Idaho state law grants authorizers the authority to not renew a charter school based on a violation of any part of its performance certificate. It further enables an authorizer to refer to the SDE a school that appears to be in danger of not remaining fiscally viable for further review and payment schedule modification. SDE can modify a school's payment schedule so that funding can be dispersed in installments rather than a one-time, front-loaded schedule. This check and balance accounts for monitoring and financial oversight of taxpayer dollars when notices of concern are issued. Further policies and procedures need to be developed to enable all stakeholders to understand how these determinations would be made and how financial stability will be monitored and evaluated.

In the absence of a clear policy relating to measures that call for PCSC action for issues related to financial viability, the PCSC runs the risk of reacting to schools' financial problems when they become dire, as opposed to proactively holding them accountable through standards to prevent financial instability and demonstrate fiscal viability.

APPLIED: It is unclear to evaluators how the PCSC will collect and analyze the financial information for each school. While the PCSC does provide a three-year budget template for existing schools to submit at the time of the annual review, it doesn't align to a renewal cycle or charter term. Details and a review process are lacking. In addition, the PCSC does not have consistent financial reports that are collected, reviewed, and analyzed. Evaluators witnessed a commission meeting that looked at the preopening financial health of multiple schools, and with each school, requests were made for financial reports without specificity and without clarity of purpose.

Schools are unclear about the implications of the financial performance indicators and how they will be applied to a monitoring and oversight process. Schools do not know what is expected of them in terms of financial reporting requirements nor any potential interventions related to the financial measures.

RECOMMENDATIONS

- Implement a financial intervention ladder or monitoring policy that correlates to the financial performance indicators.
- Create a financial reporting schedule that aligns with high-stakes decision making.

3.3 Organizational Performance

The authorizer holds schools accountable for compliance with organizational performance requirements established in the charter contract or the performance framework, including educational program requirements, governance and reporting, financial management and oversight, and operational requirements related to students, employees, and the school environment.

Established:

 Approaching Well-Developed

Applied:

 Partially Developed

Analysis

ESTABLISHED: PCSC's new performance framework incorporates various and appropriate measures to effectively examine organizational performance which are aligned to NACSA's *Principles & Standards*. The PCSC's performance framework addresses expected components related to organizational performance through evaluating the educational program, financial management and oversight, governance and reporting, student and employee rights, the school environment, and a catchall for any additional obligations. The performance certificate further outlines additional annual requirements for all schools as related to enrollment, facilities, attendance, etc. The performance certificate gives ample latitude for the PCSC to request and require reports related to the governance and operations of the school, yet it does not clearly delineate specific required reports or how the reports will be used to determine the operational and organizational health of a school.

APPLIED: As applied, the PCSC does not yet have a comprehensive system for monitoring the organizational performance and compliance with the required measures, and thus it is difficult to determine whether and how the information collected will ultimately be used by the commission. Evaluators found evidence that commission members have historically collected, reviewed, and considered synopsis reports from both staff and outside school evaluators. Because high-stakes decisions have not yet been made, it is difficult to ascertain whether or not the information found in the reports and collected were critically assessed or used to guide challenging decisions. As such, with the performance certificate process, the commission members have an opportunity to use predefined data points to guide decisions.

While the performance framework does indicate that the operational indicators comprise a secondary element of review during the renewal process, the PCSC has yet to develop a clear definition of severe or systemic noncompliance. In addition, it has not yet correlated these standards to their system of intervention or high-stakes decision making.

RECOMMENDATION

- Develop and correlate to a system of intervention and decision making a definition of severe noncompliance.

3.4 Decision Alignment

Authorizer makes accountability decisions that are informed by and align with documented evidence and analysis of the extent to which the school satisfies performance expectations. The analysis presented to decision makers is of high quality and the merits of the decisions themselves show decision making is based on thoughtful analysis, ensuring that only the charter schools that meet or exceed expectations are in operation. (Note: this section focuses on decisions by the authorizer other than the application, which is addressed in 2.7.)

Established:

 Partially Developed

Applied:

 Partially Developed

Analysis

ESTABLISHED: Limited evidence exists demonstrating the alignment between accountability decisions and performance expectations. Between 2004 and July 2013, Idaho law did not permit or require renewals. While there were school closures, schools closed for reasons that were not related to the current performance-based accountability system. As such, the commission has not yet used performance measures for high-stakes decisions.

A clear intervention, renewal, or revocation policy has not yet been developed. There are no standards describing the process that will occur if the performance certificate or performance framework standards are not met. As described in sections 3.1, 3.2, and 3.3 above, this needs to take place for the academic, organizational, and fiscal requirements.

APPLIED: In practice, the PCSC is starting to apply the performance certificate requirements when making high-stakes decisions. As exemplified by the Odyssey Charter School intent-to-revoke process, the PCSC in June 2014 took the formal steps to proceed with revocation for the school's failure to comply with material terms of the performance certificate. In doing so, the PCSC demonstrated a keen ability to follow an established condition dictated by law and policy and make a challenging decision that not only establishes a precedent but also demonstrates a commitment to accountability-driven practices. This decision also demonstrated a commitment to using the accountability system to guide decisions. While this is a clear best practice, it will be essential to convey the decision to all stakeholders and frame it in a way that connects to the larger performance-based accountability discussion. In addition, the PCSC needs to ensure that all stakeholders understand what standards Odyssey failed to meet, what other factors indicated an at-risk assessment, and what due process and procedural rights were afforded to the school.

RECOMMENDATIONS

- Ensure alignment between performance expectations and high-stakes accountability decisions.
- Create key message points related to high-stakes decision making.

Autonomy

Do schools have the autonomy to which they are entitled?

Established:

Approaching Well-Developed

Applied:

Partially Developed

Summary Assessment

The PCSC fundamentally understands its role as authorizer and believes that it is tasked with affording its schools the autonomy to which they are entitled while holding them accountable based on the law and the terms of their contract. The PCSC roots its actions in law and has worked diligently to create a system that focuses on outcomes, allowing the schools the maximum flexibility with inputs. In interviews with the director, commission members, and several school administrators and board members, evaluators heard that upholding autonomy is being discussed more frequently and openly since they began instituting performance certificates. Idaho charter school law is clear in the autonomies afforded to charter schools and clearly delineates the laws and regulations all charters must follow. The PCSC has evolved over time from being an authorizer who was overly compliance driven, to a commission that dialogues about, engages in, and strives for a balance between autonomy and accountability. Oversight remains integral to the authorizing practice, but there is an evident shift away from a self-recognized tendency to be nitpicky toward a system focused on performance management.

The implementation of the performance framework and the performance certificates indicates a move toward a structured accountability system, but the system is new and not yet fully established. All of the schools as of the June 2014 commission meeting are operating under a performance certificate, but as they are not yet fully implemented, it is difficult to ascertain whether or not the autonomies granted by law to schools will be upheld by the authorizer and how the accountability designations will affect and correlate to high-stakes decision making.

Recommended Actions

- Continue to move toward outcome-based accountability by establishing a correlation between standards and evaluation.
- Create an amendment process aligned to the accountability designations.
- Align oversight to all high-stakes decision-making practices.

Detailed Analysis

4.1 Autonomy

The authorizer defines and respects the autonomies to which the schools are entitled based on statute, waiver, or authorizer policy. The authorizer does not reduce school autonomy unless there is a compelling reason to do so.

Established:

 Partially Developed

Applied:

 Partially Developed

Analysis

ESTABLISHED: The performance certificate signed by PCSC authorized schools explicitly states the autonomies afforded it by the Idaho charter school law. Stakeholders do not feel that there is a unified system or a concrete set of rules and expectations around compliance with the expectations. Although it was evident to the evaluators that the authorizing staff read and understood all of the information they received, it was similarly clear that adjustments to the submission system will be necessary in order to align with collection needs under the new performance framework. In addition, it was not evident that all the commission members were aware of what information was required, when and why, and what information needed to be reviewed prior to PCSC commission meetings. Clarity regarding what is required of all schools and on what timetable will be critical to bolstering understanding between schools, PCSC staff, and commission members.

As demonstrated in the performance certificate, the PCSC has committed to “the extent possible...not request[ing] reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.” By making this promise, they will be responding to stakeholder feedback regarding reporting confusion and redundancy and further defining expectations.

Both commission members and authorizing staff talk about earned autonomy and an outcomes-based evaluation system, but it is not yet clear how this will work in practice. Information needs to be codified and expectations need to be clear so that all stakeholders understand the relationship between meeting the standards and earned flexibility, as well as failing to meet the standards and established consequences.

APPLIED: The PCSC members define autonomy broadly in terms of setting expectations from the time of application submission. Commission members indicated that they struggled with finding a balance between evaluated capacity and possible success. For example, although the petition and performance certificate define enrollment maximums, an enrollment threshold for opening (either preopening or year to year) does not exist. Schools stray from achieving their projected enrollment, creating possible budgetary and financial viability issues, and the PCSC does not have clear policies related to enrollment variances. While commission members and staff refer to this as an issue of autonomy for schools, evaluators found that it actually created systemic problems throughout the portfolio. By establishing clear autonomies and clear standards, all stakeholders will be more focused on overall school success.

RECOMMENDATIONS

- Review and create policy focused on autonomies granted to schools.
- Continue to move toward outcome-based accountability by establishing a correlation between standards and evaluation.

4.2 Educational Program

The authorizer defines and respects school autonomy over the educational program.

Established:

 Approaching Well-Developed

Applied:

 Partially Developed

Analysis

ESTABLISHED: The PCSC appropriately respects a school's ultimate control over its educational programs. The authorizer intends to evaluate a school's programs largely based on outputs and whether it is achieving the goals set forth in its performance certificate. At this time, PCSC does not identify any priorities for educational programs at the time of approval.

The performance certificate is well done in that it clearly indicates, for each school, a section defining the key components of the educational program. It defines the items that are nonnegotiable, yet gives 40 percent of the weight within the academic framework toward mission-specific goals. The PCSC has committed to academic testing standards as well as goals related to the unique nature of each school's program. As discussed in section 3.1, this 40 percent focus on mission-specific goals is difficult to manage, validate, and monitor. While it demonstrates a commitment to assessing schools based on their individual missions, it will also create implementation challenges for the authorizer. The PCSC will need to create a system that accounts for a balance between these two output systems in order to fully establish a system for respecting school autonomy within agreed upon measures of success.

APPLIED: In practice, it is unclear how the ongoing monitoring and evaluation of the schools will respect the autonomy schools have to execute their individualized educational programs. In order to maintain the balance between autonomy and accountability, site visit processes and protocols should be developed, formalized, connected to the performance framework, and conveyed to the schools so that expectations are clear and established.

Evaluators were unable to find clear information related to the amendment process as it pertains to school eligibility. Information about submission requirements exists, but the process is not tied to outcomes or performance. Materials show that schools are able to request an amendment to their charter throughout their life cycle, from preopening to existing schools. A lack of guidance and alignment to the performance framework, and specifically to educational performance, make it difficult for PCSC staff to manage the process and for schools to know how and when to make appropriate requests.

RECOMMENDATION

- Codify an amendment process that clarifies how to seek an amendment to a charter certificate and what eligibility requirements exist based on the educational performance of a school.

4.3 Financial Management

The authorizer defines and respects school autonomy over financial operations.

Established:

 Approaching Well-Developed

Applied:

 Partially Developed

Analysis

ESTABLISHED: As established, the PCSC's new performance framework accounts for best practice ratios of near-term and sustainability indicators. Through the framework, the authorizer is seeking information that will assess the school's financial health and viability and is not requiring information that limits a school's financial autonomy.

The processes, as established by the PCSC for financial oversight, are in line with their authority and preserve the school's autonomy to make budgetary decisions and changes as needed. As demonstrated in the June commission meeting, the PCSC does not prescribe budgetary percentages or advised fund allocations related to individual school programming. Schools' budgets were reviewed on an individual basis without a presupposed format or assumptions.

APPLIED: The PCSC demonstrates a need to gain additional in-house expertise regarding financial oversight. Interviews with schools showed that they are unclear as to what the authorizer role is in relation to fiscal oversight and if it is anything more than submitting reports. In addition, schools are still uncertain why PCSC's reports differ from those that they are required to submit to the SDE and what the purpose of the various reporting requirements are. Although the fiscal ratios within the framework are a starting point for monitoring fiscal health, the criteria for and application of these tools remains unclear.

RECOMMENDATION

- Determine follow up protocols as they relate to financial performance indicators. Establish what questions, reports, or information will be needed when standards are evaluated.

4.4 Differentiated Oversight

The authorizer periodically reviews compliance requirements and evaluates the potential to differentiate school oversight based on flexibility in the law, demonstrated school performance, and other considerations.

Established:

 Partially Developed

Applied:

 Partially Developed

Analysis

ESTABLISHED: At this time, as established, the evaluators were not able to ascertain whether or not the performance framework and certificate process will yield differentiated oversight of schools. There is a continued desire among commission members and PCSC staff to move beyond compliance as the measure of success and toward an accountability system that will create maximum flexibility and oversight aligned to a school's performance. The performance framework is based upon a weighted scoring system that should result in a rating system of honor, good standing, remediation, or critical accountability designations. The system has been developed to encourage oversight practices and high-stakes decision making like renewal and revocation, as referenced in the performance framework.

APPLIED: At this time, the performance framework and certificate process have not yet been applied or used as the basis for evaluation. As such, the evaluators did not find that there is a clear or well-defined path to differentiated oversight. The PCSC needs to establish criteria and metrics to dictate an oversight policy based on the accountability designations within the performance framework. These designations need to be correlated to renewal practices, reporting, expansion and amendment decisions, and any additional autonomies granted by law.

RECOMMENDATIONS

- Create a differentiated oversight policy based on the accountability designations within the performance framework.
- Align oversight to all high-stakes decision-making practices.

5

Organizational Capacity

To what extent do the organizational structure and systems support quality authorizing practices and forward the authorizer's mission?

Established:

 Partially Developed

Applied:

 Partially Developed

Summary Assessment

The PCSC is committed to being a nationally recognized authorizer of excellence. The commission members and authorizing staff commonly use and reference NACSA's *Principles & Standards* and discuss their roles and responsibilities in terms of doing high-level authorizing work. The PCSC meets regularly, strives to operate effectively, uses committees, and continuously evaluates practice and policy in order to improve its authorizing functions.

Overall, the PCSC deploys the limited resources it has effectively and efficiently toward achieving its mission and goals. All stakeholders point to a marked improvement in practice, communication, openness, and responsiveness.

The organizational implications of being an authorizer with an appointed commission and a small but dedicated staff are significant. State board of education policies and protocols control many aspects of the authorizing staff's operations, while the political appointments and the connected complexities of the commission members' roles create a sometimes symbiotic approach and a sometimes juxtaposed operating context. Despite this challenging landscape, the director and board chair continue to strive to maximize many aspects of the revised statute and organizational capacity. In order to operate effectively and develop the necessary policies, procedures, and protocols, additional resources are needed to address the gaps in the key authorizing functions and oversight necessities.

Recommended Actions


- Create and publish a strategic plan to engage stakeholders and to ensure alignment between the PCSC and authorizing staff.
- Fill the vacant positions and advocate for additional staff members and resources.

Detailed Analysis

5.1 Strategic Planning

The authorizer plans well for the future in a way that aligns with NACSA's *Principles & Standards*. The authorizer uses quality authorizing to forward its mission.

Established:

 Approaching Well-Developed

Applied:

 Partially Developed

Analysis

ESTABLISHED: The PCSC does not have an established strategic planning process or a process for ongoing development. The PCSC does, however, have a clear mission, an evident commitment to improving its authorizing practices, and an aligned state board of education, commission, and authorizing staff that seek to continuously improve themselves as well as their portfolio. Evaluators found evidence of training that was aligned to national authorizing practices, board training that referenced NACSA updates and landscape changes, and a director who is keenly connected to and aware of national dialogues, networks, and resources.

APPLIED: With the current structure of the authorizing staff, there is no real time for investment in strategic planning. The current staff is clearly dedicated and committed to a cycle of continuous development and improvement, but the day-to-day responsibilities and duties make it very difficult to plan for increased workload or strategic growth. Commission members seemed overwhelmed with the meeting materials, even with the current guidance on required submission deadlines, demonstrating that the volunteer nature of the work, while vital and important to all members, makes it difficult to find the balance to forward its mission. In addition, commission members indicated that a key piece of their role, as appointed members, is to maintain an understanding of the current administration's interpretation of law and policy while making decisions based on policy and practice. The PCSC members need to communicate with, dialogue about, and strategize how to maintain a commitment to their mission, an alignment to their staff's recommendations and hard work, and a neutrality within the political landscape.

Currently, there is no training or onboarding for new commission members.

RECOMMENDATIONS

- Create an onboarding process for new commission members.
- Establish an annual strategic planning process.
- Conduct commission self-evaluation to ensure mission alignment and strategic priorities.
- Create a system to align strategic priorities and goals of commission and staff.

5.2 Organizational Structure

The authorizer purposefully and economically staffs its office to effectively carry out its authorizing duties. Staff positions are clearly defined both in policy and in practice.

Established:

 Partially Developed

Applied:

 Minimally Developed

Analysis

ESTABLISHED: The PCSC implements an organizational structure that is committed to, but struggles with, the capacity to complete key duties related to high-quality authorizing. The executive director of the office of the state board of education delegates his authority to the director of the PCSC, and the director acts at the direction of the commission. As of enactment of the July 2013 statutory amendment, the PCSC receives a minimal authorizing fee. With this fee and the allotted 2.5 FTE staff, it is extremely difficult to carry out the essential authorizing functions effectively. The PCSC staff is dependent on the state board of education for budgetary purposes, making it challenging to advocate for and receive the necessary resources to oversee the largest portfolio in the state. It is evident to evaluators that the current staff members are committed and dedicated to their jobs, to the work, and to the 11,700 students they serve. While law and policy establish a clear role for the PCSC and staff, there is no correlation between the vast roles and responsibilities afforded to these individuals and the resources available to carry out their duties effectively.

APPLIED: In practice, it is clear that there is not enough staff capacity to effectively implement the key authorizing functions. The PCSC thoughtfully utilizes and respects the staff members who are focused on core authorizing functions. Staff members are overwhelmed by the growing portfolio and the need to align their newly established performance management system with clear policies, practices, and procedures. With a notable and continued shift to an outcome-based rather than compliance-based approach, commission members and staff need to continue to work together to mitigate capacity constraints. School leaders and board members are concerned that the recent autonomies afforded to them and the shift from compliance to oversight will revert back if resources are not allocated appropriately.

Evaluators are fearful that the performance management system currently being created will be ineffective if not implemented with fidelity, and with the current staffing structure, it appears doubtful that this can occur. Additional resources are needed to effectively evaluate applications, create a specific PCSC application process, analyze data, monitor schools, create a renewal process, implement a monitoring and intervention protocol, and strategically move the program forward. Expertise needs to be developed or acquired in the realm of academic and financial analysis. Without increasing staff capacity, the necessary and tough decisions will not get made.

RECOMMENDATIONS

- Work with the state board of education to determine additional funds for increased staff.
- Fill the vacant administrative assistant position or, if additional FTEs become available, explore staffing models that will allow efficiencies through distribution of labor (one person assigned to a group of schools) or expertise (hiring a designated financial expert, academic expert, etc.).
- Seek out external resources for training, capacity building, and professional development.

5.3 Human Capital Processes and Systems

The authorizer has systems necessary for building and maintaining a strong workforce and implements them with fidelity.

Established:

 Approaching Well-Developed

Applied:

 Partially Developed

Analysis

ESTABLISHED: Due to the small nature of the authorizing staff, it is clear how the director works with and evaluates the performance of the program manager. Both staff members have been with the PCSC for multiple years and have created a working relationship that is professional, effective, and balanced.

The executive director of the office of the state board of education evaluates the PCSC director's performance via a 360-type approach. He is clear in his role, in the responsibility he has designated to the director, and in the importance of connecting with both commission and staff members to ensure that the director is leading the work with a commitment to the mission and a focus on authorizing best practices. While commission members cite a self-evaluation conducted in the past, it is not a regular or established process. Currently, there is no board evaluation, nor any charter-specific professional development taking place.

APPLIED: Despite the limitations and difficulties of hiring, there is a strong culture that supports the PCSC's mission and goals. All authorizing staff and commission members describe a shared commitment to an outcome-based culture and cite the director's leadership, commitment, and drive to enforce authorizing best practices.

While open and easy communication between authorizing staff and PCSC members was apparent, it was also evident that there is not a predetermined schedule of communication between staff and the commission. Relationships guide the dialogue, and while the connections were strong and respectful, it would be advantageous to implement a consistent, planned, and targeted approach to engagement.

RECOMMENDATION

- Create a system for communication between authorizing staff and PCSC members.

5.4 Conflict of Interest

The authorizer operates free from conflicts of interest.

Established:

⊕ Undeveloped

Applied:

⊕ Partially Developed

Analysis

ESTABLISHED: At the present time, the PCSC has no established conflict of interest policy for either staff or commission members. As commission members are appointed, and influence over appointments is extremely limited, the lack of checks on member conflicts is problematic. Currently, several members have potential conflicts which are unable to be addressed through an appropriate screening/handling protocol.

APPLIED: While the board currently has members with potential conflicts of interest, interviews with PCSC staff, commission members, and legal counsel indicate that such conflicts are actively addressed. For example, in the case of a member who works with several authorized schools, the member always recuses herself from votes pertaining to the relevant schools and even has a practice of stepping out of the meeting room to promote open conversation. The attorney general assigned to work with the PCSC is a valuable resource in mitigating conflicts and makes herself available for counsel when conflict of interest questions arise from either PCSC staff or commission members.

While it is clear that the PCSC does not take conflicts of interest lightly, the lack of a firm policy indicating the commission's commitment to operating free from conflicts leaves open the possibility of actual or perceived harm.

RECOMMENDATIONS

- Develop and implement a strong conflict of interest policy containing clear language about how the PCSC attempts to avoid conflicts and will handle any conflicts that may inadvertently arise.
- To the extent possible, share the conflict of interest policy with those making PCSC appointments and encourage them to consider its parameters when selecting future PCSC appointments.

5.5 Organizational Budget

The authorizer's budget allows for organizational effectiveness and stability. The budget is aligned with the strategic goals and supports quality authorizing practice.

Established:

 Approaching Well-Developed

Applied:

 Minimally Developed

Analysis

ESTABLISHED: The PCSC receives funding through a formula in state law (I.C. § 33-5208(8)) which results in between \$3,000 and \$13,000 flowing to the commission for each authorized school. This funding amount is low by national averages, a challenge that is exacerbated by the fact that, under the PCSC's current structure, funds not expended do not roll over from year to year and thus no cushion can be built up to assist in covering any unexpected costs.

At the present time, the PCSC budget is a part of the larger state board of education budget but receives its own line item which is controlled, and appropriately allocated, by the PCSC director.

APPLIED: Despite the fact that the potential for complications exists in the PCSC's budgeting structure, the current arrangement of the budget as a specific line item within the larger SBOE budget appears to work well for all involved and is not viewed as problematic by PCSC authorizing staff or SBOE's executive director. The PCSC is fortunate in that the SBOE's current leadership understands and values its work and has at times assisted the office in covering some limited costs.

At this time, the most pressing concern with regard to the budget is not its structure or ability to be aligned with current strategic goals, but rather its size. At present, particularly in light of recent changes to Idaho laws which strengthened and broadened the scope of the authorizer role, it is clear that the funds available through school fees are far from sufficient to support the type of staffing structure needed to implement quality authorizing practices. This insufficiency appears poised to grow worse as the office's portfolio continues to grow and staff are stretched increasingly thin.

Interviews with PCSC staff and SBOE leadership indicated that the office's budget constraints are keenly felt but that concerns regarding the adequacy of funding for charter schools make a simple raising of the authorizer fee unattractive.

RECOMMENDATIONS

- Examine the current PCSC budget and determine what amount and structure of funding would be necessary to support staffing at a level closer to national averages as the portfolio grows over time.
- Vigorously communicate the need for additional funding to the legislature and others who may be able to assist the PCSC in achieving a sustainable funding level.

5.6 Leadership and Decision-Making Body

The authorizer leadership and decision-making body understand their roles and responsibilities; are invested in the mission, vision, and strategic plan of authorizing; and have the expertise necessary to make well-informed decisions that support the tenets of a high-quality authorizer.

Established:

➊ Approaching Well-Developed

Applied:

➋ Approaching Well-Developed

Analysis

ESTABLISHED: PCSC members and authorizing staff understand the authorizing role and are invested in making well-informed decisions. PCSC members are committed to operating in a manner consistent with the law and aligned to the needs of Idaho's students. Commission members make the high-stakes decisions related to applications and revocations, and will soon be making decisions related to renewal or nonrenewal. Commission members work closely with authorizing staff and continue to create policy and improve practice to ensure not only mission alignment but decision-making alignment. Commission members and authorizing staff remain committed to improving their own practices and are committed to NACSA's *Principles & Standards*.

APPLIED: In practice, commission members are engaged in the authorizing role. In meetings, it is evident that materials have been prepared and organized and that the chairman is a great authority as it relates to meeting law and etiquette. There is a reliance on the authorizing staff as well as the attorney general for certain actions and motions, demonstrating that there remains a need for onboarding and ongoing training. Authorizing staff meaningfully engage in the substance of authorizing functions, have strong relationships with the schools, work well with SDE staff, and connect to national level networks and resources. Commission members and authorizing staff need to continue to develop their practice and codify their intentions into well-defined practices and procedures, as well as ensure that the commission's annual calendar includes built-in times for training in order to promote a shared commission-staff understanding of the PCSC's role and purpose. A greater alignment of understanding will assist in minimizing the occasions on which staff recommendations and PCSC decisions differ.

RECOMMENDATIONS

- Ensure that all new PCSC members are oriented prior to being seated.
- Provide ongoing training for PCSC members, including training on the philosophy that surrounds quality authorizing and current best practices.

Sources

Background and Organizational Capacity

Charter Legislation, Statutes, and Rules 2013
Commissioner Biographies
Organizational Chart
Organizational Planning Documents
Commissioner Biographies

Application Decision Making

Three (3) Year Record of Application Decisions
Petition Review Documents
Facility Guidelines
Budget Template
Capacity Interview Materials
Petition Evaluation Rubric

Monitoring Operations

Fiscal Monitoring Documents
General Monitoring Policies and Guidance
Site Visit Protocol Documents
School Closure Protocol and Policies
School Reporting Schedule
Preopening Policies

Performance-Based Accountability

Performance Framework
Performance Framework for Alternative Schools
Mission Development Guidelines
Performance Certificate Template
Record of Accountability Decisions

School Histories

Charter Applications
Renewal Reports and Applications
Petition Review Documents
Annual Reports and Audited Financials
Charter School Correspondence
Programmatic Audits

Biographies

Molly McGraw Healy serves as the director of charter school authorizing for the University of St. Thomas in St. Paul, Minnesota, providing oversight to a mid-sized portfolio of charter schools in conjunction with St. Thomas's Charter Accountability Board. Molly earned her BA in English literature and education at St. Olaf College. In 2010, she earned her MPP, with an emphasis on education and charter school policy, from the Hubert H. Humphrey Institute of Public Affairs. Formerly, Molly was the senior manager of the charter school program at Volunteers of America and has also worked as an education policy researcher for the Minnesota House of Representatives' Research Department.

Amy Ruck Kagan is the director of the Office of Charter Schools for the state of New Jersey Department of Education, where she oversees a portfolio of 87 schools. Amy has a strong background in building accountability and performance management systems. Before coming to the NJDOE, Amy worked in New York City and Washington, DC, developing charter schools for a nonprofit organization. Before that she worked for the New York City Charter School Center doing new school development and operations work. Amy started her career as a teacher and remains committed and passionate about doing the hard work focused on the students.

SUBJECT

North Star Charter School Transfer Petition (Second Hearing)

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5205

I.C. §33-5205A

BACKGROUND

North Star Charter School (NSCS) is an existing public charter school authorized by Joint District #2 and operating in Eagle, Idaho, since 2003. In recent years, the school has served approximately 950 to 1,000 students. In 2013, District #2 issued a notice of intent to revoke to NSCS based on fiscal instability; the notice was subsequently withdrawn. NSCS is petitioning for a transfer of authorization to the Public Charter School Commission (PCSC).

DISCUSSION

NSCS is requesting a transfer of authorization from Joint District #2 to the Idaho Public Charter School Commission (PCSC). PCSC staff has confirmed that Joint District #2 supports this proposed transfer.

NSCS serves students in kindergarten through twelfth grade. The school was initially founded as a Harbor school and maintains some philosophical and educational approaches that are similar to Harbor (particularly in the elementary programming), though the school is no longer officially Harbor-associated. NSCS is committed to providing a safe learning environment and implementing character education. Additionally, the school integrates business and economics theories into other content areas. The arts, language development, visual learning, and cultural awareness are also emphasized. NSCS implements the International Baccalaureate Diploma Programme for eleventh and twelfth grade students.

NSCS has a history of strong academic performance as demonstrated by the school's Star Rating of 4 out of 5 for both the [2011-2012](#) and [2012-2013](#) school years. NSCS's results for both of these years show reasonably strong student growth and excellent proficiency results in all content areas.

The NSCS transfer petition is well-written and includes a detailed description of the educational program, including research-proven components. PCSC staff's September 12, 2014, review of the school's petition revealed that NSCS has scored 2 or higher (Meets or Exceeds Standards) on all measures of the Petition Evaluation Rubric (PER), as required by PCSC policy prior to approval.

After previous fiscal challenges, in May 2014, the NSCS board executed an agreement to restructure the school's bonds, reducing annual facility debt service from \$1,200,000 to approximately \$490,000. NSCS's board reports that the reduced facilities costs are sustainable. The budgets and cash flow presented in the current transfer petition demonstrate NSCS's project of positive and growing fund balances through FY17 and positive cash flow through FY15.

NSCS's FY15 cash flow projections, though positive, appear to reflect decreasing cash over time, since the school is beginning FY15 with a cash balance of over \$353,000 and projects ending the fiscal year with approximately \$290,000 in cash. However, NSCS incurred approximately \$185,000 in one-time costs early this fiscal year (nearly \$90,000 in one-time costs are reflected in July 2014 alone) related to final closing costs for the bond-restructure and a construction project to convert the school's library into three classrooms. Similar expenditures are not anticipated in upcoming years.

The school's projected budget demonstrates relatively minimal reserves increases for the next three years (approximately \$18,000 in year one, \$36,000 in year two, and \$45,000 in year three). This does not result in significant concern, as NCSC's FY14 carryover was over \$198,000. Provided NSCS closely monitors the school's finances on an ongoing basis, it is likely that NSCS will enjoy increasing cash balances and budget carryovers in FY16 and thereafter.

IMPACT

Pursuant to I.C. §33-5205(2)(c), because the PCSC delayed a decision regarding NSCS's transfer petition to a second hearing based on specific deficiencies in the petition, the PCSC must make its approval or denial decision at this hearing "based upon whether the petitioners have adequately addressed the specific deficiencies identified in the authorized chartering entity's written response, or based upon any other changes made to the petition, and upon no other criteria."

If the PCSC approves NSCS's transfer authorization request, NSCS will immediately begin operating under the submitted charter and PCSC performance certificate.

If NSCS, Joint District #2, and the PCSC fail to reach an agreement regarding the transfer of the petition, the matter may be appealed to the State Board of Education.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC approve North Star Charter School's petition for authorization transfer as presented, including the school's amended charter and draft performance certificate.

COMMISSION ACTION

A motion to approve the petition for authorization transfer presented by North Star Charter School as presented, including the school's amended charter and draft performance certificate.

OR

A motion to deny the petition for authorization transfer presented by North Star Charter School based on the following ground(s) _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

October 9, 2014

PUBLIC CHARTER SCHOOL COMMISSION - PETITION EVALUATION RUBRIC
ADOPTED ON FEBRUARY 13, 2014

Name of school: North Star Charter School

Previous name: _____

File Number: 2014-01 T

Date petition originally submitted to PCSC office: 5-6-2014

Date "considered received": 6-17-14

Date of this revision's submission: 9-9-2014

Date of this review: 9-12-2014

Date(s) of previous review(s) of this petition: Partial review 4-11-14; Full review 5-16-14; Full review 8-1-2014

Means by which petition came to PCSC:

☐ Virtual School

☐ Referred by School District: _____

(Reason: _____)

☐ Filed by petitioner after withdrawal from school district: _____

☒ Transfer of district-authorized charter school: School currently authorized by Meridian School District

☐ SBOE redirected petition for consideration by PCSC

Using the Public Charter School Petition Evaluation Rubric

This rubric provides the Public Charter School Commission with a means of evaluating the quality of the application and communicating its findings to petitioning groups. Quality indicators are provided for each petition component. All components listed in the rubric are required by the PCSC. A petition that sufficiently addresses an indicator will score either a "2" or a "3" for that indicator. Only petitions that score a "2" or above on ALL indicators for ALL components will be eligible for approval.

Current placement on the rubric is represented by yellow highlighting. Additional guidance may be found in the Comments column, as well as the General Comments below each section.

Please see PCSC Policy Section II.B for requirements related to the submission of petitions and petition and revisions.

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ALL ITEMS ARE HYPERLINKED - IN WORD, CONTROL+CLICK TO ACTIVATE

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FACILITIES SUMMARY
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TAB 9 (VIRTUAL ONLY)

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BUSINESS ARRANGEMENTS AND PARTNERSHIPS
TERMINATION / CLOSURE PLAN

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ELECTOR SIGNATURES
CHARTER START WORKSHOP ATTENDANCE
BOARD RESUMES AND PETITIONING GROUP LIST
CONTRACTS, LEASES AND AGREEMENTS
BUDGET ASSUMPTIONS AND SUPPORTING DOCUMENTS
PRE-OPENING BUDGET
THREE-YEAR OPERATING BUDGETS
FIRST YEAR CASH FLOW
FACILITIES DETAILS
PRE-OPENING TIMELINE
STAFF PROFESSIONAL DEVELOPMENT AND EVALUATION
OUTREACH ACTIVITIES
INTERESTED FAMILY LIST
STUDENT HANDBOOK
OTHER APPENDICES

GENERAL QUALITY INDICATORS

GENERAL COMMENTS ON PETITION

Cover Page and Table of Contents					
The cover page must include the information listed in IDAPA 08.03.01.401.01. The Table of Contents shall begin on page 2 of the petition pursuant to IDAPA 08.03.01.401.02.					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Cover Page	Cover page does not contain all required elements.		Cover page contains all required elements: 1) the name of the school 2) the year the school is petitioning to open in 3) the name of school districts affected by your attendance area 4) the location of the school (or the main office for virtual schools) 5) the name, address, phone number, and e-mail address of an authorized representative of the school	Cover page contains all required elements, is professionally formatted, and clearly reflects the submission date of the current version.	
Table of Contents	Table of contents is poorly organized, incomplete, or inaccurate.	Table of contents contains few, minor errors.	Table of contents is well-organized, with accurate page numbers and hyperlinks to each tab.		

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General Comments regarding Cover Page and Table of Contents:

PCSC staff has no concerns or recommendations for improvement of the Cover Page or Table of Contents.

Tab 1					
See IDAPA 08.03.01.401.03					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Executive Summary	Executive summary is not included.	Executive summary provides an incomplete or unappealing case for the school.	Executive summary succinctly introduces: school concept; community need and interest; motivation and collective qualification of petitioning group; and how success of the school will be defined.		Not all of the items normally required in the Executive Summary are applicable for a transfer petition. The Executive Summary provides a good introduction regarding the school's history and educational program focus, so it meets expectations.

October 9, 2014

Vision and Mission Statements	Vision statement is not provided.	Vision statement does not express a clear, focused, and compelling purpose for the school.	Vision statement expresses a clear, focused, compelling, and measurable purpose for the school.	Vision statement clearly translates into achievable goals, selected curriculum, operational methods, and school culture.	
	Mission statement is not provided.	Mission statement does not focus on educational outcomes or is unlikely to result in increased student achievement.	Mission statement focuses on high-quality educational outcomes as is likely to result in increased student achievement.	Research is cited to support the outcomes and expectations identified in the mission statement.	

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General Comments regarding Tab 1:

PCSC staff has no concerns or recommendations for improvement for Tab 1.

Tab 2					
See IDAPA 08.03.01.401.04					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Proposed Operations	Proposed operations are not addressed or are noncompliant.	Proposed operations are addressed in insufficient details.	Proposed operations are summarized, including: legal status, location, enrollment, student demographics, organizational structure, and educational method.	Proposed operations section identifies where in the petition items are addressed in additional detail.	
Potential Effects	Potential effects are not addressed.	Potential effects are addressed in insufficient detail.	Potential effects address the impact of the proposed school on local and neighboring school districts, as well as the community. Demographic and fiscal impact information is included with source material referenced.	Comments from affected districts are included by reference to the appendix.	Not all of the items normally required in the Potential Effects are applicable for a transfer petition. The section provides adequate information, so it meets expectations.
Target Market	Primary attendance area is not addressed.	Primary attendance area is insufficiently clear or appears inappropriate for the school's targeted mission, enrollment, or demographic.	Primary attendance area is clearly described and appears appropriate.	Map of attendance area is included as an appendix and boundaries are clearly explained. Documentation demonstrates that the attendance area is appropriate.	

October 9, 2014

	Level of market interest in the school is not addressed.	Level of market interest in the school is insufficient or insufficiently demonstrated.	Petition sufficiently demonstrates and documents interest in and demand for the school.	Aggregate demographic data regarding families interested in enrollment is included by reference to the appendix.	Not applicable.
Facilities Summary	Petition does not include a facilities summary or references to appropriate appendices with facilities options details.	Petition includes a facilities summary and appropriate references to appendices, but summary is vague or incomplete.	Petition includes a facilities summary and appropriate references to appendices with details. Facilities summary includes basic information about the three facility options and a reference to the facility details included in the appendices (using the PCSC Facility Options Template).	Petition includes a facilities summary and appropriate references to appendices. Facilities summary includes clear, concise information about the facility options including location and total projected cost, and a plan for how alternative spaces will be identified if any of proposed options become unfeasible.	Facilities Summary is appropriate for a transfer petition.
Admin Services	Administrative services are not clearly defined.	Administrative services plans are weak or unrealistic.	Administrative services are clearly addressed and appropriate for school size.	Organization chart is provided to illustrate administrative structure.	
Civil Liability	Potential civil liability effects are not addressed.	Potential civil liability effects require additional clarification or explanation.	Potential civil liability effects on the school, authorizer, and local district(s) are clearly addressed and in compliance with statute.		
Insurance	A list of the types of insurance to be obtained is not provided.	The petition lists the types of insurance that will be provided, but omits one or more required policies.	The petition lists all the types of insurance that must be provided.	The petition commits to obtaining Errors and Omissions insurance, which is recommended but not required.	

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General Comments regarding Tab 2:

PCSC staff has no concerns or recommendations for improvement for Tab 2.

Tab 3					
See IDAPA 08.03.01.401.05					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Educational	Description of “educated person” is not included.	Description of “educated person” does not clearly relate to school’s vision, mission, and/or instructional model.	Description of “educated person” clearly relates to school’s vision, mission, and instructional model.	Description of “educated person” is supported by research.	

October 9, 2014

	Explanation of “how learning best occurs” is not included.	Explanation of “how learning best occurs” does not clearly relate to the school’s vision, mission, and/or instructional model.	Explanation of “how learning best occurs” clearly relates to the school’s vision, mission, and instructional model.	Explanation of “how learning best occurs” is supported by research.	
Educational Program	It is unclear how the educational program relates to the vision and mission.	The description of the educational program attempts to address its relationship to the vision and mission, but additional development is required.	The description of the educational program directly relates to and supports the vision and mission.		
	Educational program fails to offer a choice currently unavailable or insufficiently accessible in the community.		Educational program offers a choice currently unavailable or insufficiently accessible in the community.		N/A – school is already in operation.
	Description of educational program does not include an explanation of the instructional practices and/or curriculum.	Description of educational program does not provide a clear picture of the school’s plan.	Description of educational program includes instructional practices and curriculum, and illustrates for non-educators how the school will address academics.	Description of educational program is detailed and includes explanations and examples of the instructional practices and types of curriculum to be used.	
	Educational program does not appear to be developed around research-based elements.	Educational program is indicated to be developed around research-based elements, but specifics are not provided.	Educational program is developed around research-based elements and references are provided.	Research-based educational program / elements of program have a record of success in other schools, which will directly assist implementation at the proposed new school.	

	The petition does not address Common Core and/or the Idaho State Standards.	The petition reflects incomplete understanding of Common Core and/or the Idaho State Standards. The petition fails to address how the school will ensure its educational program will align with Common Core and the Idaho State Standards or, if the school is choosing not to align to some or all of the standards, fails to provide clear, detailed plans regarding how the school will adequately prepare students for standardized testing.	The petition reflects a strong understanding of Common Core and the Idaho State Standards. The petition addresses the means by which the educational program will align with Common Core and the Idaho State Standards or, if the school is choosing not to align to some or all of the standards, provides clear, detailed plans regarding how the school will adequately prepare students for standardized testing.	The petition includes a specific plan and timeline for ensuring alignment of the educational program with Common Core and the Idaho State Standards.	
	Curriculum framework is not provided.	Curriculum framework is addressed, but incomplete or poorly aligned with mission and goals.	Curriculum framework is clear and aligned with mission and goals.		
	Graduation requirements are not adequately addressed.		If proposed school will offer high school grades, petition states that the school's graduation requirements will align with those of the state.		
	Goals of the educational program are not included.	Goals are poorly stated, too vague or not demonstrative of logical outcomes for the educational program.	Goals convey the overarching outcomes of the educational program and reflect high standards for the target population. Goals can be logically connected to the school's mission and the MSES stated in Tab 4.	Goals are clearly tied to reliable research and data.	
	Methods for addressing educational thoroughness standards are not included.	Educational thoroughness standards are addressed, but the means by which they will be fulfilled is unclear or insufficient.	Explanation of the means by which all educational thoroughness standards will be fulfilled includes specific strategies.		
Educational Thoroughness Standards	Methods for addressing educational thoroughness standards do not reflect mission and goals.	Methods for addressing educational thoroughness standards inadequately reflect mission and goals.	Methods for addressing educational thoroughness standards clearly reflect mission and goals.		

Special Education Services	A special education plan is not included, is incomplete, or has not been deemed compliant by the SDE during the Sufficiency Review process.		The petition includes a complete plan for identifying and serving special needs students that has been deemed compliant by the SDE in the Sufficiency Review process.		
	Staffing allocations for special education are not addressed.	Staffing allocations for special education appear insufficient.	Staffing allocations for special education appear adequate. Plans consider contracting for particular services if necessary.		
Dual Enrollment	Plan for working with parents of dually enrolled students is not included, or plan is non-compliant.	Plan for working with parents is incomplete or reflects inadequate understanding of statute and district policies.	Plan addresses how school will inform parents of dual enrollment opportunities and will communicate with all relevant parties. Understanding of statute and district policies is evident.	Petition addresses whether or not non-charter students will be permitted to dually enroll at the public charter school.	

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General Comments regarding Tab 3:

PCSC staff has no concerns or recommendations for improvement for Tab 3.

Tab 4					
See IDAPA 08.03.01.401.06					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Measurable Student Educational Standards	The MSES do not appear to reflect the school's mission, vision or previously stated educational program goals.		The MSES reflect the school's mission, vision, and previously stated educational program goals.		
	MSES are not included or none of the MSES are appropriate or rely on measurement tools that are not consistent and objective.	Some of the MSES are not outcome based and/or do not use an appropriate, logical research methodology. Some of the MSES rely on measurement tools that are not consistent or objective or it appears the petitioners do not fully understand the measurement tools.	The MSES are outcome-based; utilize an appropriate, logical research methodology; and rely on measurement tools that are consistent and objective. Any measurement tools specific to the school's educational model are research-based and/or demonstrably reliable.		

	The methods by which student progress in meeting the MSES will be measured are not addressed.	The methods by which student progress in meeting the MSES will be measured reflect limited understanding of the measurement tools.	The methods by which student progress in meeting the MSES will be measured are addressed in a manner that reflects clear understanding of the measurement tools.	The petition clearly describes how MSES will be measured. Other diverse, research-based methods by which student progress will be measured are addressed. The petition explains how the resultant data (from MSES and other assessments) will be applied to improve student outcomes.	
	Plan for annual reporting of results related to MSES is not included.	Plan for annual reporting of results is vague or insufficient.	Plan for annual reporting of results related to MSES is clear and ensures transparency to stakeholders, authorizer, and the public.		
	The manner in which students will be tested with the same standardized tests as other Idaho public school students is not addressed.	The manner in which students will be tested with the same standardized tests as other Idaho public school students requires revision.	The petition addresses the manner in which students will be tested with the same standardized tests as other ID public school students and outlines how the school will ensure strong participation.		
Accreditation	Accreditation is not addressed, or the petition does not commit to obtaining such for grades 9-12.	The petition commits to obtaining accreditation for grades 9-12. However, the petitioners appear to lack understanding of the accreditation process.	The petition commits to obtaining accreditation for grades 9-12 and demonstrates a clear understanding of the process.	The petition commits to obtaining accreditation for all grades.	
Accountability and School Improvement	The petition does not demonstrate an understanding of state's accountability system.	The petition demonstrates limited understanding of the state's accountability system.	The petition demonstrates solid understanding of the state's accountability system.	The petition evidences an understanding of how data from the state's accountability system should be interpreted and applied at the school, classroom, and student levels.	
	A plan for how the school will respond if it is ever identified as being "in need of improvement" by the state is not provided.	The plan for how the school will respond if it is identified as "in need of improvement" by the state is incomplete or has not been customized to the proposed school.	The plan for how the school will respond if it is ever identified as "in need of improvement" by the state is complete and customized to the proposed school.	The plan includes specific steps that will be taken to avoid the circumstance of being "in need of improvement."	

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General Comments regarding Tab 4:

PCSC staff has no concerns or recommendations for improvement for Tab 4.

Tab 5					
See IDAPA 08.03.01.401.07					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Governance	Governance structure is unaddressed or non-compliant.	Description of governance structure is incomplete or inadequate.	Governance structure is well explained and indicates that the board of directors shall be legally accountable for the school's operations. Petition is consistent with Articles of Incorporation and Bylaws.		
	The petition does not have a reference to an appendix that includes ethical standards for the members of the board.		Petition has a reference to an appendix that includes ethical standards agreement to be signed by all the members of the board of directors.		
	Transition from founding to governing board is not addressed.	Plan for transition from founding to governing board appears inadequate.	Plan for smooth transition from founding to governing board is clear and likely to be effective. Issues related to avoidance of "founders' syndrome" and ensuring commitment to the mission and vision are addressed.		Not applicable – the school is already in operation and this transition has already taken place.
	Plan for ongoing recruitment of board members is not provided.	Plan for board member recruitment appears unlikely to be effective in securing members with critical skill sets.	Plan for board member recruitment identifies specific qualifications for board members and includes strategies for grooming prospective board members.		
	Board training and evaluation plan is not provided.	Board training and evaluation plan is inadequate or lacks detail.	Board training and evaluation plan is detailed and specific, addressing the needs of both the initial and future board members. Self-evaluations will be completed at least annually.	Board training and evaluation plan addresses continuous improvement that includes certification through board training modules for all new members of the board of directors. Plan identifies strategies for improvement based on annual evaluations.	The board training information could benefit from more detail and a set plan (rather than having so many parts of the plan being optional). However, the plan does meet minimum expectations for an already-operating school.

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	Commitments to comply with Open Meeting Law and Public Records Law are not included.	The commitments to comply with Open Meeting Law and Public Records law require revision for clarity or accuracy.	Clear commitments to comply with Open Meeting Law and Public Records Law are included.		
Parental Involvement	No discussion of parental involvement is included.	Described opportunities for parental involvement appear similar to those at most public schools.	Described opportunities for parental involvement exceed those available in most public schools. Petition contains a plan for making parents aware of governance, volunteer, and other opportunities.		
Audits	Commitment to obtain annual, independent fiscal audit is not included.		Commitment to obtain annual, independent fiscal audit is included.		
	Plan for reporting of financial information to authorizer and community is not provided.	Petition provides limited information regarding fiscal transparency and related requirements.	Petition demonstrates a clear understanding of fiscal transparency requirements, including maintenance of an expenditure website.		

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General Comments regarding Tab 5:

PCSC staff has no concerns or recommendations for improvement for Tab 5.

Tab 6					
IDAPA 08.03.01.401.08					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Employee Qualifications	Teacher and administrator certification is not addressed.	Petition's statement regarding teacher and administrator certification requires editing for clarity or accuracy.	Petition states that teachers and administrators will be certified in accordance with statute.		
	Petition does not state that all teachers will be Highly Qualified.	Petition's statement regarding HQT requires editing for clarity or accuracy.	Petition states that all teachers will be Highly Qualified.		
	Criminal background checks are not addressed.	Statement regarding criminal background checks is incomplete.	Petition states that all school employees and volunteers in direct contact with students will undergo criminal background checks.	Petition states that all school employees, members of the board of directors, and volunteers will undergo criminal background checks.	

	There is no plan for professional development and evaluation of staff is included in the appendices.	There is a plan for professional development and evaluation of staff included in the appendices, but no reference to the plan is included in Tab 6.	There is a plan for professional development and evaluation of staff included in the appendices, and a reference to the plan is included in Tab 6.		
Health and Safety	Health and safety procedures are not addressed.	General health and safety procedures are outlined; however, additional specificity is required.	School climate is designed to ensure health and safety of students and staff. Specific procedures are detailed and address: drugs/alcohol, suicide prevention, bullying, and disaster preparedness.	School climate is clearly defined and follows best practices or research-based methods for creating safe schools. Specific procedures and staff training plans are detailed.	
	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances is not included.	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances requires editing.	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances is realistic and implementable.		
Student Discipline	Little or no information and student discipline is provided.	Student discipline section fails to clearly describe classroom management philosophy and methods, as well as disciplinary protocol.	Classroom management philosophy and methods, as well as disciplinary protocol, are clearly explained.	Classroom management and discipline procedures align with the school's mission and vision, and are designed to encourage the development of a positive school culture.	
	Disciplinary procedures, including suspension, expulsion, and re-enrollment are unaddressed or non-compliant.		Disciplinary procedures, including suspension, expulsion, and re-enrollment are clear and compliant.		
Employee Benefits	Employee benefits are not addressed or are non-compliant.	Statement regarding employee benefits is incomplete.	Petition states that all staff members will be covered by PERSI, federal social security, unemployment insurance, workers compensation, and health insurance.		
Employee Status	Transfer rights are not addressed or are non-compliant.	Statement regarding transfer rights is incomplete.	Petition clearly addresses the transfer rights of charter school employees.		

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	Collective bargaining is not addressed or non-compliant.		Petition states that staff will be a separate unit for purposes of collective bargaining.		
Employee Contracts	Teacher and administrator contracts are not addressed.	Petition's statement regarding teacher and administrator contracts requires editing for clarity or accuracy.	Petition states that teacher and administrators will be on signed contracts in a form approved by the state superintendent of public instruction.		

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General Comments regarding Tab 6:

PCSC staff has no concerns or recommendations for improvement for Tab 6.

Tab 7					
See IDAPA 08.03.01.401.09					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Admissions Procedures	Enrollment capacity section is absent or addresses only total capacity.	Enrollment capacity section is unclear.	Enrollment capacity section includes total school capacity as well as grade-level capacity.		
	Growth plan is not provided.	Growth plan is unclear or fails to detail plan from year one through final expansion.	Growth plan is clear and complete from year one through final expansion.	Growth plan includes a backup strategy for dealing with lower than expected enrollment.	Not applicable – the school is well-established and not planning to grow within the next 5 years.
	Admissions procedures are incomplete or non-compliant.		Admissions procedures, including timelines, are clearly explained and compliant.		
	Equitable selection processes are incomplete, unclear, or non-compliant and/or include preference groups not allowed by state law, or preferences are listed in the wrong order.		Equitable selection processes, including plan to address over-enrollment, development of the final selection list, and plan to renew the selection list in subsequent years are complete and compliant. Selection processes permit only preference allowed by statute, and the preferences are ordered correctly.	Policies regarding preference groups are included with the petition. (For example, “founder” and “sibling” are defined.)	

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Alternatives	<i>If petition is for a traditional public school applying to convert to a charter school:</i> Public school alternatives are not addressed.	<i>If petition is for a traditional public school applying to convert to a charter school:</i> Public school alternatives are provided, but list is incomplete.	<i>If petition is for a traditional public school applying to convert to a charter school:</i> Public school alternatives are provided and include other charter schools (if applicable) and virtual charter schools.		Not applicable
Enrollment Opportunities	Process for making citizens aware of enrollment opportunities is unaddressed or non-compliant.	Process for making citizens aware of enrollment opportunities is vague.	Process for making citizens aware of enrollment opportunities is compliant, clearly defined, and includes specific timelines.	Plans include a variety of strategies to inform the public of enrollment opportunities; methods are appropriate for the target demographic and local community.	
	Plan for denial of school attendance is unaddressed or non-compliant.	Plan for denial of school attendance is incomplete.	Plan for denial of school attendance is clear and compliant.		
Student Handbook	There is no draft student handbook included in the petition's appendices.	A draft student handbook is included in the appendices, but the reference to the appendix or the plan for distribution of the handbook is lacking or absent.	A draft student handbook is included in the appendices. Tab 7 includes a brief plan for finalizing and the handbook and ensuring stakeholder access to, and review of, the document. The section includes a reference to the location of the Draft Handbook in the appendices.		

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General Comments regarding Tab 7:

PCSC staff has no concerns or recommendations for improvement for Tab 7.

Tab 8					
See IDAPA 08.03.01.401.10					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Business Plan: Description	Business description is not provided.	Business description is vague or incomplete.	Clear and well-considered business description addresses both the non-profit corporation and public entity aspects of the school.		

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	There is no Pre-Opening Timeline in the appendices or there is no reference to the appendix in Tab 8.		There is a Pre-Opening Timeline in the appendices and a reference to the appropriate appendix in Tab 8.		Not applicable
Business Plan: Marketing	Marketing plan is not provided.	Marketing plan is vague or incomplete.	Comprehensive marketing plan includes goals, tasks, timelines, expenses, and responsible individuals.	Marketing plan extends beyond the pre-opening year and includes opportunities for partnerships to engage the community with the school.	Marketing plan does not include all of the elements and details expected in new petitions. However, it is adequate for an established school, so this item Meets Standard despite lacking some of the PER elements.
	Strategy for reaching at-risk and underserved families is not provided.	Strategies for reaching at-risk and underserved families are vague.	Strategies for reaching at-risk and underserved families, as well as families that might not be aware of the school, are well developed.	Petitioners have already made efforts to reach at-risk and underserved families. Evidence of interest in the school reflects that these efforts have been successful.	Strategies appear adequate for an established school.
Business Plan: Management	Management plan is not provided.	Management plan is vague or incomplete.	Comprehensive management plan identifies roles and responsibilities of the board of directors, administration, business management, contractors (including EMO / CMO, if applicable), and support staff. If a management company is to be used, costs and services are clearly described, and a copy of the proposed contract is included in the appendix.	School has provided an organizational chart that demonstrates the connections and reporting structure(s) between the board of directors, administration, contracts, and school staff.	The management information is provided in Tab 5 (Governance) and is appropriate. An organizational charter is included in the Appendices.

Business Plan: Finances	Financial oversight plan is unaddressed or non-compliant.	Financial oversight plan is incomplete or likely to be ineffective.	Financial oversight policies and plans are described and demonstrate understanding of proper fiscal oversight.	Financial oversight plan includes details about the school's intended policies for: budgeting, processing and monitoring of revenue and expenses, and managing cash flow. Plans demonstrate a strong understanding of proper fiscal oversight. Thorough, appropriate financial policies have been adopted by the board of directors.	
	No fundraising or grant writing plan is provided.	Fundraising or grant writing plan is incomplete, or the budget relies on fundraising/grants to remain viable.	Realistic fundraising and grant writing plan identifies specific strategies, grantors, and goals. However, the budget does not rely on fundraising or grants to remain viable.	Successful fundraising strategy has been enacted. Documentation of guaranteed donations and/or grants is provided.	The transfer petition does not include all of the elements and details expected for a fundraising plan for new petitions. However, it appears to be appropriate / adequate for an established school. Thus, this item has been marked Meets Standard despite not having all of the elements outlined in the PER.
Transportation	No plan for the provision of student transportation is in place.	Plan is to add student transportation in future years, but the service will not be offered immediately.	Clear, documented plan is in place to offer student transportation.	Clear, documented plan is in place to offer student transportation beginning in year two or sooner	
	Transportation plan does not consider how the plan (or lack thereof) will impact the ability of all interested families to enroll.	Transportation plan partially addresses how the plan will impact the ability of all interested families to enroll.	Transportation plan includes narrative regarding how the plan will impact the ability of all interested families to enroll, influencing student demographics and school finances.		Not applicable; school is established and already offering transportation and transportation plan is appropriately detailed.
Nutrition	Student nutrition is not addressed.	Student nutrition service plans vague or undocumented.	Description of whether and how student nutrition will be provided is clear and documented.	Student nutrition will be provided beginning in year one.	

	Free and reduced lunch (FRL) eligibility is unaddressed or non-compliant.	Plan for identifying students who are eligible for FRL is unclear or inadequate.	Appropriate plan is in place for identifying students who are eligible for FRL.		
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General Comments regarding Tab 8:

PCSC staff has no concerns or recommendations for improvement for Tab 8.

TAB 9 is not applicable for this school.

Tab 10					
See IDAPA 08.03.01.401.12					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	
Business Arrangements and Partnerships	No information is provided regarding contracted / purchased services or other partnerships.	Information is provided regarding business partnerships, contracted / purchased services, and/or community partnerships, but is incomplete or vague.	Specific business partnerships, contracted / purchased services, and community partnerships are described. Supporting documents (draft contracts / letters of intent or support / MOUs) are included in the appendices and referenced in Tab 10.	Partnerships that are integral to the educational program have been developed and their nature is clearly described.	Contracts, letters of intent / support, and MOUs are not provided in the appendices. However, the expectations regarding provision of contracts are minimal for already existing schools and NSCS has met the PCSC staff's expectations, so this item Meets Standards.
	<i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i> Rationale for use of the EMO / CMO is not addressed or appears to be a poor choice for fulfilling the school's mission, goals, or needs.	<i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i> Rationale requires further development.	<i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i> Petition provides strong rationale for use of the EMO / CMO, rather than performing the work in-house.	<i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i> Use of the EMO / CMO will provide unique opportunities and meet goals that could not be achieved in-house.	Not applicable

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	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>School board appears to have inadequate oversight and control over school finances, educational program, and/or employees.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>School board apparently retains oversight and control, but no plan is in place for evaluating the management company.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>School board clearly retains oversight and control over school finances, educational program, and employees. Plan is in place to regularly evaluate and redirect EMO / CMO as needed.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Local, independent school board clearly evaluated multiple management companies and selected a vendor appropriate to meet specific needs.</p>	Not applicable
	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Tab 10 does not include a reference to an appendix containing the CMO / EMO agreement or contract.</p>		<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Tab 10 includes a reference to an appendix containing the CMO / EMO agreement or contract.</p>		Not applicable
Termination	Termination plan fails to specify individuals responsible for tasks associated with dissolution.	Termination plan relies on employees for the completion of tasks associated with dissolution.	Termination plan specifies non-employee individuals responsible for tasks associated with dissolution.		
	Disposal of assets is unaddressed or non-compliant.	Disposal of assets is generally addressed, but additional detail is required.	Plan for disposal of assets, including responsible individual is clear and compliant. Distinction is made between assets purchased with federal and non-federal funds.		
	Payment of creditors is unaddressed or non-compliant.	Payment of creditors is generally addressed, but priorities are not specified.	Payment of creditors is addressed and includes a list of priorities for payment (if permitted by courts).		

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	No plan is in place for completion of final, independent fiscal audit.		Plan is in place for funding and completion of final, independent fiscal audit.		
	Long term record storage is not addressed.	Long term storage plans are vague or inappropriate.	Plans for secure, long-term storage of records, including student and personnel records, are clear. Process for accessing records will be available to the public.		
	Student records transfer plan is not provided or is non-compliant.	Student records transfer plan is vague or inadequate.	Process for transferring student records is clear, includes identification of responsible individuals, and will be available to the public.		
	Personnel records transfer plan is not provided or is non-compliant.	Personnel records transfer plan is vague or inadequate.	Process for transferring personnel records is clear, includes identification of responsible individuals, and will be available to the public.		
Additional Info	Additional information is repetitive or unnecessary.		Additional information is new (not repetitive of previous content) and is helpful and appropriate.		Not applicable
	Additional information is given in the appendices, but there are no references in Tab 10.		There are appropriate references in Tab 10 to additional information provided in the appendices.		Not applicable

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General Comments regarding Tab 10:

PCSC staff has no concerns or recommendations for improvement for Tab 10.

Appendices					
The appendices section must include the information listed in IDAPA 08.03.01.401.13. Additional appendices may be included as referenced in other sections of the petition. Appendices should be organized in a logical manner.					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds - 3	Comments
A: Articles Incorporation & Bylaws	Articles of Incorporation are not included, or are included but unsigned.	Signed Articles of Incorporation are included but require revision.	Signed Articles of Incorporation, including any amendments thereto, are included as an appendix to the petition.	It is clear that the petitioners understand the nature and purpose of the Articles.	
	Bylaws are not included, or are included but unsigned.	Signed Bylaws are included, but require revision.	Signed Bylaws are included as an appendix to the petition.	It is clear that the petitioners understand the nature and purpose of the Bylaws.	
	Bylaws do not address the process by which members of the school's board of directors will be selected.	Bylaws partially address the process by which members of the school's board of directors will be selected. Process for board selection may be addressed, but bylaws lack full clarity and detail.	Bylaws outline a clear process for selection of members of the school's board of directors, including: number and designation of seats, board member terms, elections vs. appointments, nomination and voting procedures, eligible voters, applicable definitions, etc.		The bylaws outline the primary / basic information about the selection of board members. Additionally, NSCS supplied separate documentation demonstrating the school's set election process and how it is communicated to stakeholders in Appendix D.
B: Elector Signatures	Elector petition and/or documented proof of elector qualifications are not included, or the number of electors is insufficient.		Elector petition and documentation for proof of elector qualifications are included.		Not applicable
C: Charter Workshop	No members of the petitioning group attended the SDE's Charter Start! Workshop.	Documentation confirms the petitioning group's attendance at the SDE's Charter Start! Workshop. However, only 1 member attended or the attendee(s) is/are no longer actively involved in the petitioning process.	Documentation confirms that at least 2, active members of the petitioning group attended the SDE's Charter Start! Workshop.	Documentation confirms that all active members of the petitioning group attended the SDE's Charter Start! Workshop.	Not applicable

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D: Board Resumes & Petitioning Group List	Resumes for all members of the school's board of directors are not included.	Resumes provided may be incomplete, unprofessional, or lacking references.	Professional resumes for all members of the school's board of directors are included and provide several references, with contact information, for each board member.	Resumes are accompanied by a brief narrative explaining the individual and collective qualifications of the members of the board of directors, focusing on their capacity to assume responsibility for public funds and the education of Idaho students.	Resumes for all board members are included in the appendices. For confidentiality purposes, board references were supplied as a separate document directly to PCSC staff.
	Board membership reflects a lack of diverse experience and skills.	Board membership reflects some diversity of experience and skills.	Board membership reflects diverse experience and skills (such as education, law, real estate, management, financial planning, and community outreach). It is evident all members of the board of directors are active in the petitioning process.	Board membership includes experience with charter school leadership.	
	A list of the petitioning group, including names and primary roles of persons involved with petition development is not provided.	The list of names and roles of those involved in the development of the petition is incomplete or vague.	The petition includes a list of the names and primary roles of all persons significantly involved with development of the petition, including: founders, members of the board of directors, contractors, employees, and community volunteers. List identifies individuals expected to remain involved with the school during pre-opening and operations.		Not applicable
	Ethical standards for the members of the board of directors are not addressed.	Ethical standards to which the petition refers are vague or inadequate.	Appendices include an appropriately detailed ethical standards agreement to be signed by all the members of the board of directors.		

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E: Contracts, Leases & Agreements	Contracts, leases, agreements or other documents demonstrating relationships described in Tab 10 (and other sections of the petition) are not included in the appendices.	Documents demonstrating relationships described in Tab 10 (and other sections of the petition) are included in the appendices but are vague or incomplete.	Contracts, leases, agreements, and other documents demonstrating relationships are included in the appendices. Documents are well-organized, clear, and adequate to demonstrate the relationships described in Tab 10 (and other sections of the petition).		Because NSCS is an already existing school, the only documentation requested of the school was related to the mortgage / bonding. NSCS provided an overview within the petition appendices and provided full documentation related to the completed bond restructuring directly to PCSC staff.
	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Contract is incomplete or absent.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Contract is unclear, or costs appear unreasonable by comparison to services provided.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Contract clearly delineates costs and services. Costs appear reasonable by comparison to services provided.</p>		Not applicable
F: Budget Assumptions & Supporting Documents	Budget assumptions have not been provided or PCSC	Budget assumptions are incomplete or unclear.	Budget assumptions are provided for the pre-opening year, as well as the first three years of operations. The assumptions are complete, consistent with the budgets, and appropriately documented. Budget assumptions are provided on the completed PCSC's Budget Assumptions template.	Budget assumptions include explanations of how the assumptions were developed. A description of what budgetary adjustments will be made if enrollment fails to meet projections is included.	The manner in which the Budget Assumptions were PDFd makes them very difficult to read (it appears the school may have printed and scanned the document rather than saving it as a PDF). However, the content of the Budget Assumptions is appropriate- the document includes detailed cost breakdowns and significant supplementary information to the budget.

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G: Pre-Opening / Start-up Budget	Pre-opening year budget is not provided.	Pre-opening year budget is incomplete, poorly documented, or appears insufficient to cover activities described in the petition.	Pre-opening year budget reflects reasonable expenditures that align with remainder of petition, including: marketing, facilities, staffing, insurance, contractors, memberships, certifications, audits, curriculum, technology, exceptional student services, etc. Revenues and expenditures are supported by documentation.		Not applicable
	Spending priorities do not clearly align with the stated mission and educational program.	An attempt has been made to align spending priorities with the mission and educational program, but resources allocated appear inadequate to meet pre-opening needs.	Pre-opening budget is adequate to meet the schools pre-opening needs while also demonstrating thoughtful, conservative budgeting practices.	Spending priorities align with the mission and educational program and resources.	Not applicable

H: 3-year Operating Budgets	Operating budgets for the first three years of operations are not provided, are incorrectly formatted, or are incomplete.	Operating budgets for the first three years of operations are incomplete, poorly documented, or appear insufficient.	<p>Operating budgets for the first three years of operations are provided on the PCSC's template.</p> <p>Budgets are provided for best-case, worst-case, and most-likely-case scenarios.</p> <p>Revenues and expenditures appear reasonable and are supported by documentation.</p>	Five-year budget projections are provided.	<p>The requested Operating Budgets (an FY14 / Current Year budget and 3-Year Budget projections) were provided in the appropriate templates. The manner in which the documents were PDFd makes them difficult to read; however, the templates are completed correctly and include all appropriate information including contextual / supplementary information in the Notes column.</p> <p>PCSC staff noted that there appears to be a typographical error in the 3-Year Budget document that should be corrected. The notes at the bottom indicate that the Year 1 Beginning Balance is before the impact of the debt restructuring, however, based on the clear info in the Current Year Budget Template & confirmation from the school, PCSC staff was able to easily recognize that the note should say that this Beginning Balance is the FY14 to FY15 carryover <i>after</i> the impact of the bond restructuring.</p>
	Projected growth appears unrealistic or inadequate to meet long range financial plans.	Growth projections are not clearly supported by realistic data and/or supported by expanded staff and facilities.	Projected growth is realistic, adequate to meet long range financial plans, and supported by expanded staff and facilities.		Not applicable- growth is not projected.

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	Spending priorities do not clearly align with the mission and educational program.	An attempt has been made to align spending priorities with the mission and educational program, but resources allocated appear inadequate to achieve stated goals.	Resources are adequate to achieve the school's stated goals while also demonstrating thoughtful, conservative budgeting practices.	Spending priorities align with the mission and educational program.	PCSC staff maintains some concerns regarding the low annual increases in the school's carryover / reserves. However, because the school ended FY14 with a carryover of nearly \$200,000, it appears that NSCS can remain financially stable for the next 3 fiscal years provided the school carefully monitors the budget and spending.
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I: 1 st year Cash Flow	First-year cash flow projection is not provided.	First-year cash flow projection is incomplete, inadequate, or indicates insufficient understanding of public school funding.	Adequate first-year cash flow projection reflects thorough understanding of public school funding. Cash flow is presented on the PCSC Cash Flow Template.		<p>The Cash Flow is provided in the PCSC template. The manner in which the document was PDFd makes it difficult to read. However, the template was completed correctly.</p> <p>NSCS is projecting positive cash flow balances through FY15, so this item Meets Standards.</p> <p>However, it is worth noting that it appears possible that NSCS may have a tight cash situation in July 2015 (not shown on this template). This is based on the projected June 2015 balance of app \$290,000 and the difference between revenue and expenditures in July 2014 (-\$241,000). Because it is likely that the school's July 2015 revenue and costs would be somewhat similar to 2014 levels, it appears that, in a <i>worst case</i> scenario, NSCS's cash balance could drop as low as app \$50,000. However, it is possible that with close financial monitoring, NCSC could end FY15 with a more positive balance than projected, which would reduce the risk of future cash flow issues.</p>
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J – L: Facilities	Specific facility options have not been identified, or too few facility options are provided.	Descriptions of multiple, specific facility options are included; however, detail is insufficient or the facilities may not be adequate to ensure full implementation of the educational program.	Descriptions of three or more realistic facility options are provided with sufficient detail indicating that the facilities are appropriate and sufficient. Facility options are presented using the completed PCSC Facility Options template.	The primary facility option is unusually strong, such as a guaranteed donation of a building or land. Reasonable, well-supported backup options are also included.	Not applicable
	One or more of the proposed facilities are not located within the primary attendance area and/or the district by which the petition was referred to the PCSC.		All of the proposed facilities are located within the primary attendance area and the district by which the petition was referred to the PCSC.		Not applicable
	Timelines for facility completion are absent or unreasonable.	Timelines for preparation of one or more of the facility options are aggressive and may not be attainable.	Reasonable and appropriate timelines for completion of all facility options are provided.	Contingency plans are provided for use in the event that facility preparation timelines cannot be met.	Not applicable
	Petition does not demonstrate that the facilities is (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc.	Petition partially demonstrates that the facilities are (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc. However, additional information is needed to ensure compliance.	Petition demonstrates that the facilities are (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc.	Certificates to verify compliance and/or written quotes for bringing facilities into compliance are included by reference to the appendix.	Not applicable
M: Pre-Opening Timeline	Pre-opening timeline is not provided using the PCSC's Pre-Opening Timeline Template.	Pre-opening template requires additional development to ensure timely completion of preparation to begin operations.	Complete, pre-opening timeline is provided using the PCSC's Pre-Opening Timeline Template and reflects strong understanding of the steps involved in preparing for operations.		Not applicable
N: Staff Professional Development &	Professional development plan is not included or is reflects a plan with minimal offerings that is poorly aligned with the mission or clearly inadequate to ensure successful implementation of the educational program.	Petition expresses an intention to base professional development on teacher needs, student progress, and school mission, but plan is vague. Plan needs additional development to ensure successful implementation.	Professional development strategy is thorough, specific, and sufficient to ensure successful implementation of the educational program and fulfillment of the mission. Adequate resources are committed to initial and ongoing professional development.	Professional development plan is sufficient (both in content and resources) to ensure successful implementation and integrates staff feedback and school and staff evaluation data in determining future training needs.	

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	Plans for teacher and administrator evaluations are not included or are non-compliant.	Plans for teacher and administrator evaluations are vague or insufficient.	Petition includes clear process for evaluating teacher and administrator effectiveness and using results to improve student outcomes.	Plans for working with underperforming teachers/administrator(s) are included.	
O: Outreach Activities	Petitioners have not engaged in significant outreach activity.	Past and planned outreach activities may not be adequate to ensure community interest and involvement.	Outreach activities designed to reach a broad audience have resulted in documented enrollment interest and community involvement with school development. Planned outreach is specific and ongoing.		Not applicable
P: Interested Family List	A list of interested families is not included in the appendices.	A list of interested families is included in the appendices but does not demonstrate an adequate level of market interest based on the school's stated enrollment targets.	A list of interested families is included in the appendices and demonstrates an adequate level of market interest based on the school's stated enrollment targets.	The list of interested families is well organized and detailed, and includes a number of potential students that <i>far</i> exceeds the school's stated enrollment targets.	Not applicable
Q: Student Handbook	Draft student handbook is not provided.	Draft student handbook is incomplete or has not been tailored to the school.	Complete, draft student handbook is tailored to the school.		
Other Appendices	Appendices are poorly organized or lacking critical information.		Appendices are logically organized and include all critical information without providing unnecessary or redundant materials.		

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General Comments regarding Appendices:

All appendices items meet PCSC standards. However, the following items regarding the school's financial documents and projections are worth noting:

- 1) The budgets and cash flow documents were PDFd in a manner that makes them difficult to read. PCSC staff can provide guidance to the petitioners regarding how to PDF these documents appropriately if / when the school's charter is being finalized.
- 2) The 3 Year Budget projections show minimal excess revenue over expenditures (once debt retirement for the school's facility is taken into account). This is somewhat concerning given the potential for external factors (state funding, shifts in the financial market) to impact the school's finances. However, since NSCS ended FY14 with a fund balance of nearly \$200,000, it appears the school can remain financially stable for the next 3 fiscal years provided that the board and administration remain diligent in monitoring the budget and spending.
- 3) The FY15 Cash Flow shows positive cash balances through the upcoming fiscal year. However, PCSC staff has some concerns regarding potential months of tight cash which could occur in FY16 or moving forward. This is based on the projected FY15 end-year cash balance and the expenditures over revenue

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balance that NSCS had in July 2014. However, with close financial monitoring, it would be possible for NSCS to end FY15 with a higher cash balance than is currently projected, which would allow for more financial stability in the future.

General Quality Indicators					
These indicators apply throughout the petition and the petitioning process.					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds - 3	Comments
Timeliness	Petition and related documents are frequently submitted after deadlines.	Petition and related documents are occasionally submitted after deadlines.	Petition and related documents are submitted in accordance with timelines in statute, rule, and PCSC policy. Exceptions to this are very rare and have <i>advance</i> approval from PCSC staff.	Petitions and related documents are submitted promptly, well in advance of required deadlines.	
Thoroughness	Petition revisions fail to address many concerns and recommendations cited by SDE and PCSC staff.	Petition revisions address most concerns and recommendations cited by SDE and PCSC staff.	Petition revisions consistently reflect petitioners' best efforts to respond thoroughly to all concerns and recommendations previously cited by SDE and PCSC staff. Revisions are made in the petition document.		
	Petitioners attempt to rely on oral assurances in place of written revisions. Some petition revisions are made without the use of legislative formatting.		All petition revisions are correctly marked using legislative formatting. Only revisions made since the last PCSC staff review marked. (Legislative formatting need not be used on budget spreadsheets or when entire appendices are simply re-ordered but not changed.)		
Professionalism	Petition contains many typographical errors and/or formatting inconsistencies.	Petition contains a moderate, but unacceptable, number of typographical errors and/or formatting inconsistencies.	Petition contains very few typographical errors and/or formatting inconsistencies.	Petition is free of typographical errors and/or formatting inconsistencies.	
	Quality of writing is poor and requires extensive editing.	Writing requires editing for clarity, consistency, and/or grammatical errors.	Quality of writing is clear, consistent, logically organized, and free of grammatical errors.	Writing is exceptionally strong, presenting concepts in a concise, compelling, and error-free fashion.	

	Petition is poorly organized and/or contains numerous reference errors.	Petition is reasonably organized and contains few reference errors.	Petition is well-organized and references to other documents, sections, and appendices are accurate. The document includes sufficient electronic “bookmarks” for ease of navigation.		In the Narrative, pg 64, the Cash Flow is incorrectly referred to as Appendix N. There are no other reference errors. The petition is well-organized, the Table of Contents has hyperlinks, and the Appendices are bookmarked, so the one error is considered acceptable and this item Meets Standards. The error should be corrected if / when the charter is finalized.
	Petition contains text obviously taken from other documents and not reviewed or customized.	Petition contains sections of “boilerplate” text that have not been customized to suit the school.	Petition does not rely on text taken from other documents, except as is appropriate for replication of proven models. Any “boilerplate” sections have clearly been reviewed and customized as necessary.		
Communication	Petitioners did not communicate with the SDE or PCSC regarding questions, updates, or issues in the petitioning process.		Petitioners communicated appropriately and professionally communication with the SDE and PCSC. Petitioners sought out assistance from the SDE and PCSC when needed and kept the PCSC updated during the petitioning process regarding any issues / changes.		
Compliance	Petition format is not consistent with IDAPA 08.03.01.400.	Petition format is mostly consistent with IDAPA 08.03.01.400.	Petition format is consistent with IDAPA 08.03.01.400.		
	Petitioners did not follow the petitioning process as outlined in ID §33-52 and PCSC policy.		Petitioners followed all appropriate steps of the petitioning process as outlined in ID §33-52 and PCSC policy.		

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GENERAL COMMENTS REGARDING THE PETITION

Through both the first review (sent to NSCS on 5-16-14) and this second review, it has become clear that NSCS Board of Directors has put considerable time and effort into aligning the school's charter with the PCSC's petition standards. The petition narrative and appendices are now in very good condition.

PCSC staff has no remaining, significant concerns regarding the petition or appendices; all items Meet Standards as outlined in the rubric. However, PCSC staff did note that, based on the provided budgets and cash flows, the schools finances may remain tight. Ongoing, careful monitoring of the school's budget, spending, and cash flow will be important for NSCS to remain financially viable and build long-term stability.

If you have questions regarding any of the feedback provided in this review, please do not hesitate to contact Alison Henken at 208-332-1585 or via e-mail at alison.henken@osbe.idaho.gov. If you have multiple or lengthy questions, please request a phone meeting.

**Idaho Public Charter School Commission
Transfer Petition Review
Board Interviews**

Petitioning School	North Star Charter School (NSCS)
Dates of Interviews	July 25 - July 31 2014
PCSC Staff who Conducted Interviews	Alison Henken, Charter Schools Program Manager
Board Members Interviewed	James Miller, Chairman
	William Russell, Vice Chairman
	Bruce Dukelow, Secretary
	Roy Ledesma, Treasurer
	Dan Hullinger, Member
	Chris Tiel, Member

PCSC staff completed interviews with the six members of the North Star Charter School (NSCS) Board of Directors. These interviews focused on the members' interest in the school's transfer or authorization, their understanding of board member and authorizer roles, the experience and expertise they bring to the board, their level of understanding regarding school finance and business accounting, and the challenges they anticipate the school may face in upcoming years.

The NSCS board structure is designed to ensure the school has a mix of members who are parents and community members. Our interviews revealed that one board member is a previous teacher at the Naval Academy and North Star Charter School and current non-profit manager; one is a previous teacher and administrator; one is a lawyer and previous university professor; and two manage businesses. The board brings expertise in education, law, finance, and business and non-profit operations. Several of the board members have served on non-profit and organizational boards in the past; none have previously served on school boards.

The consensus of the members is that charter schools provide educational choices and options for families; some board members also felt that charter schools can be "laboratories" where new ideas can be explored and the effectiveness of different educational methods can be tested. They described NSCS's mission to create well-rounded students by providing a safe environment and strong academic content that prepares students for college and life. Students are encouraged to develop leadership skills, character, and intellectual confidence.

The NSCS board members identified several reasons they are interested in seeing the school transfer authorization to the PCSC. They believe that the timing is good and that the PCSC is "a better fit" for the school, since this transition would eliminate any competition or animosity that may exist in the relationship with the school's current authorizer. Additionally, they are hopeful that since the PCSC's sole focus is charter-authorizing, the school will have the opportunity to receive resources, feedback, and guidance from the PCSC that may not have been available to them previously. In describing their understanding of the relationship between charter schools and their authorizers, the members stated that they believe the authorizer is responsible for oversight / regulation of the school, including ensuring that the school is in compliance with the law and that the school's operations are aligned to the approved charter. They believe that the school's role in the relationship is to provide open, honest information about the school to the authorizer. Several board members stated that they would like to see the authorizer's role also include more direct facilitation and support for the school, but stated that they believe this currently impossible based on Idaho's statute.

The members expressed their belief that formal board training is important, since it will allow the board members to understand their role and responsibilities and function effectively. However, they admitted that the NSCS board has not had much formal board training within the past two years. Board members felt this was primarily due to the board's need to "put out fires" related to administrator turnover (NSCS has had four administrator / leadership changes within the past two years) and the school's financial situation.

The potential challenges the board members anticipate for the school within the next two years include: dealing with an administration transition (with administrators who are relatively new to the role and may need support and guidance to gain leadership skills), managing enrollment growth and facilities / space limitations, increasing fundraising, improving community / parent involvement, and keeping a close watch on finances to address minor issues when they arise and prevent larger ones from happening.

Strengths of the board:

- Role definition
- Education, school board, law, finance, and business expertise
- Interest in improving the school's formal board training in the future
- Mix of parents and non-parents

Areas of concern:

- Lack of history of strong board training

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North Star Charter School

839 N. Linder Road
Eagle, Idaho 83616
Office: (208) 939-9600

Established 2003

Primary Attendance Area is within the Meridian School District #2

Submitted May 6, 2014
Resubmitted July 13, 2014
Resubmitted September 9, 2014

Charter submitted by:
James C. Miller, Chairman of the Board
(208)863-6801
millerjc@cableone.net
839 N. Linder Road
Eagle, Idaho 83616

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Tab 1:

Executive Summary, Articles of Incorporation, By-Laws, Mission Statement, Vision Statement

EXECUTIVE SUMMARY

North Star Charter School Inc. (NSCS) was established in 2003 as a K-6 program (later becoming a K-8) based on the Harbor School Method of instruction and discipline, a model that incorporates high expectations for intellectual achievement as well as behavior. We have evolved from our Harbor “roots” to a school that uses newer methods and technological tools, but still adhere to some of the philosophical concepts from Harbor. However, we can no longer be considered a pure Harbor School. With that said, NSCS’s educational philosophy, from kindergarten through senior graduation, promotes high expectations and a school culture that supports achievement.

The school expanded in 2007, with the addition of the High School grades. The hallmark of this addition was the clear articulation that a goal of “college readiness” will be achieved by our students regardless of their career aspirations. In order to achieve this goal, NSCS became the first public school in Idaho to offer the prestigious International Baccalaureate (IB) Diploma Program which is administered by the International Baccalaureate Organization. The program helps develop the student’s intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. In addition, the IB learner profile and CAS program tie right into NSCS’s Character Program.

Along with the IB program, NSCS provides a unique learning opportunity throughout our curriculum with an emphasis on the use of technology and an economics/business thread that is interwoven at all grade levels.

VISION STATEMENT

North Star students will mature as confident architects of their future and thrive at every level of their education and careers.

This vision guides North Star Charter School to:

- Forge “high performance” principles into a stellar public education.
- Ignite in our students a passion for critical and creative thinking balanced with a deep ability for self-reflection.
- Fuel a vision of perseverance, compassion and depth of character that empowers our students to flourish in their community, nation and world.

By “high performance” we mean having a universal and pointed focus on accelerated educational expectations for all students. In aligning curriculum from K through 12th grades, high standards for teaching and learning can be achieved. We promote and train effective

teachers and leaders that use the powerful tools of collaboration and communication to unite the whole NSCS community.

MISSION STATEMENT

North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.

This mission represents our belief that all of our students will receive an education that prepares them to handle the issues of the 21st century world by equipping them to think critically and creatively and gain confidence in their skills and knowledge, resulting in citizen leaders with virtue. They will achieve this through the “North Star Way”:

- **Students:** We believe all of our students deserve and can benefit from the educational programs we offer. We are a public, K-12, tuition free charter school.
- **World-Class:** We are an International Baccalaureate (IB) school. We engage students in exploration and discovery of their 21st century world through the IB Diploma program, learning a second language, surveying music or art, and investigating global entrepreneurship.
- **Safe, Supportive and Structured:** We help our students become virtuous citizens. Our elementary program prepares students both morally and in conduct, for the leadership, service and hard work of our secondary and IB diploma programs. We provide a safe learning environment allowing students to focus on a challenging curriculum and accelerated learning
- **High Academic Achievement:** We believe that all students can meet high expectations and overcome obstacles that seem insurmountable. We equip students to think critically and creatively and gain confidence in their skills and knowledge. All students in all grades strive to be “college-ready”.
- **Community:** We are students, teachers, staff, parents, and directors of the North Star Charter School community. We focus on a shared vision of educational excellence and character development. We strive to understand our unique roles in that common vision. We all have a responsibility to educate NSCS students.

LEGISLATIVE INTENT

NSCS’s vision and mission further enforces our focus on the legislative intent for public charter schools (Idaho Code 33-5202) as we seek the following objectives:

1. NSCS’s K-10 and International Baccalaureate curricula will increase the learning opportunities for all students by offering these specialized programs through Idaho’s public school system. Both programs focus on enriching student learning through high-level

questioning, in-depth real-world discussions and teaching students how to apply what they learn.

2. NSCS provides parents and students with expanded choices in the types of educational opportunities available within the public school system. NSCS offers its community a school of choice where character building, business, economics and college preparation are at the heart of its philosophy and teaching.

ARTICLES OF INCORPORATION

Included in Appendix A

BY-LAWS

Included in Appendix B

Tab 2:

Operation and Potential Effects of the Public Charter School

LEGAL STATUS

NSCS operates a public charter school, exclusively for educational purposes, located in Eagle, Idaho, which provides public education in grades K through 12 pursuant to a charter agreement with the Authorizing entity. NSCS was created as a nonprofit corporation under the provisions of the Idaho Nonprofit Corporation Act on May 14, 2002, and operates the charter school pursuant to the Idaho Public Charter Schools Act, Title 33, Chapter 52, as amended (the "Public Charter Schools Act"). NSCS is an organization described and recognized by the I.R.S. under Section 501(c) (3) of the Internal Revenue Code of 1986, as amended. NSCS is a separate Local Educational Entity (LEA) and will be responsible for all of the requirements related to Special Education and other Federal programs.

FACILITIES

NSCS operates from an existing facility located at 839 North Linder Road, Eagle, ID, 83616. The facility is approximately 75,000 square feet. The grade K-6 program operates in approximately 22 classrooms. The grade 7-12 program operates in approximately 15 classrooms. The property sits on 14.9 acres which provides more than adequate space for expansion, as needed, and for playground and sports usage. The facility includes common spaces such as administrative office space, cafeteria, gymnasium, locker rooms, music rooms, library and computer space, special education space and specialized classrooms. The facility is owned by the school and constructed and financed with a combination of proceeds from the sale of a previously owned facility and Nonprofit Facility Revenue Bonds.

NSCS intends to remain in compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code and the Americans with Disabilities Act. NSCS will provide certification that the facilities meet all requirements for health, safety, fire and accessibility for the handicap. NSCS will provide regular inspections of the facilities for health, safety and fire compliance and provide copies of these reports upon request.

ENROLLMENT

Please see Tab 7-Enrollment, for details on enrollment.

POTENTIAL IMPACT ON LOCAL SCHOOL DISTRICTS

NSCS lies within the Meridian School District #2. Since its inception in 2003, NSCS offers an alternative public school of choice for parents and students in the area. NSCS's enrollment is

near capacity and there are currently no plans for growth beyond that capacity, thus there is no anticipated impact on the local district.

PRIMARY ATTENDANCE AREA

The primary attendance area will be within the Meridian School District #2, north of Ustick Road with eastern, western, and northern boundaries as shown on the map in Appendix C. Students from other areas may be enrolled as per Idaho Code Section 33-5205(3) (k).

ADMINISTRATIVE SERVICES

Administrative services and day-to-day operations will be provided by North Star's Elementary, Secondary and Academic Administrators (state certification required) with support from the school's Board of Directors. Administrative assistant(s) will complete paperwork and required reporting, in addition to other duties. A Finance Administrator will operate the school's fiscal affairs. See Tab 5-Governance for additional detail on responsibilities.

The organization chart can be found in Appendix H. The composite administrative team as identified in the organization chart may, at the direction of the Board of Directors be further organized to operate as a self-directing administrative/management team with cross-training and appropriate joint decision making and collaboration so long as requirements for certification as required by the Idaho Code are fully observed.

POTENTIAL CIVIL LIABILITY AND INSURANCE COVERAGE

To the fullest extent permitted by law, NSCS agrees to indemnify and hold harmless the State of Idaho, the authorizing entity or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of or resulting from any action of the school provided that such claim, damage, loss or expense (a) is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting therefrom; and (b) is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any party or person, described in this paragraph. No host, or receiving district, will be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of the school.

Pursuant to Idaho Code 33-5204(2), the Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of this charter school, except as may be provided in an agreement or contract between the state and NSCS.

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NSCS has in the past procured and will continue to procure and maintain a policy of general liability insurance for property, directors and officers and errors and omissions insurance in the amount required by state law. Insurance will be provided by insurance companies who have and maintain a rating of "A" according to the A.M. Best Company. NSCS will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities.

Tab 3: Educational Programs and Goals

DEFINING AN EDUCATED PERSON

An educated person in the 21st century has a strong foundation in basic reading, writing, science, social studies, and computational skills. He has been educated in a technology-rich environment that has encouraged the effective use of technology as a tool in the workplace. A 21st century learner develops the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; critical thinking and solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments. NSCS instills in its 21st century learners personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; leadership; a healthy lifestyle; empathy, courtesy, and respect for differences among people; reflection; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

WHEN LEARNING BEST OCCURS

NSCS believes that students have the opportunity to accelerate their learning and excel when they are provided with a safe, supportive environment and challenging academic content.¹ Students are actively engaged in learning when Highly Qualified teachers provide rich content in a safe and challenging environment. Learning best occurs when students are provided a teaching and learning climate that is positive and safe. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others. Students learn when their teachers and learning environment emphasize high expectations of behavior and performance. Students accelerate when they are given opportunities to develop and express exemplary character traits in concert with their overall education program. NSCS believes that learning occurs when:

- learners construct meaning;
- learners see the connection between what they learn and the real world;
- learners are actively engaged in purposeful tasks;
- activities are integrated and meaningful;
- learners work individually and as members of a group;
- learners are expected and encouraged to learn;
- learners internalize that what they learn and do in school makes a positive change in the community;
- learners are supported by passionate, engaged coaches, mentors, and advocates;

¹ Thapa, Amrit; Cohen, Jonathan; Guffy, Shawn; Higgins-D'Alessandro, Ann(2013). A review of school climate research. *Review of Educational Research*. Washington D.C.: Sage Publications.

- all learners have advanced learning opportunities; and
- learners see themselves as part of the community and find ways to serve the community.

EDUCATIONAL PROGRAM

No matter how skilled the teacher or how elaborate the classroom, learning takes place in the mind of the student. The most effective educational environment, therefore, is the one that stimulates and engages the mind of the student. The core educational philosophy of NSCS is grounded in the belief that providing a highly challenging content in a safe environment creates the setting for accelerated learning. NSCS offers an advanced curriculum to its students, focused on helping students meet and exceed the Idaho Core Standards. This offers students in our community a choice for public education that meets the needs of advanced learners, while ensuring that struggling learners receive the help to which they are entitled through Response to Intervention, direct paraprofessional support and differentiated learning.

This core educational philosophy is represented in NSCS evidence-based curricula and through student participation in a successful, spiraling curriculum, direct instruction, and the “teach to the top” philosophy that has helped NSCS students report some of the highest state-mandated, year-end assessment results in the state of Idaho. NSCS believes that when teachers design lessons around teaching to the advanced student (teaching to the top), all students in the classroom benefit from and accelerate their learning.

NSCS is made up of an Elementary Program covering grades K-5 and a Secondary Program covering grades 6-12, with the middle school years being grades 6-8 and the high school years being grades 9-12.

Program Goals

All students will participate in a common core of learning that will fulfill the school's mission. It is the intent of the NSCS to ensure that students achieve and exceed the Idaho Core Standards.

Our students will learn to:

- develop oral and written skills;
- use knowledge and skills, think logically, and solve problems related to mathematics;
- acquire sufficient knowledge of science to be responsible users of scientific information;
- develop their aesthetic talents in music, visual arts, and/or performance.

In keeping with NSCS’s mission, we recognize that education is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. NSCS emphasizes both the acquisition and application of knowledge.

The Elementary Program (K-5)

Methodology

NSCS is committed to improving student achievement through high expectations for student engagement and meaningful preparation for postsecondary education and careers. NSCS's curriculum, instructional methodologies, use of assessment, scheduling and professional development are designed and continually reviewed to ensure student achievement. This approach of continual critical inquiry dedicates NSCS to a student-focused model of best practice.

NSCS teachers utilize a combination of direct instruction and Idaho Core Standard-inspired questioning in group activities, designed around current educational research indicating effectiveness and best practice. NSCS has maintained many of its philosophical education roots, with its focus on keeping the curricula challenging and the expectations for learning high, while utilizing the help and support of qualified educational assistance and classroom volunteers.

We draw not only on time-honored practices, but also on many valuable insights into childhood cognitive and developmental processes realized in recent decades. Moreover, we place strong emphasis on the relationship between the school and the home, recognizing the critical role of parents in fostering children's education.

We see ourselves as allies of the family, reinforcing parents' efforts to guide the intellectual, emotional, and moral development of their children. By providing moral and ethical standards, the school prepares its students to accept the privileges and responsibilities of citizenship. Every child is capable of achieving his or her potential to the fullest extent when afforded respect, fairness, kindness, discipline, and appropriate instruction.

Instruction Methods

NSCS seeks to achieve accelerated student learning by using cross-curricular methods to teach Idaho Core Standards. Through multiple methods, all students are capable of fulfilling their individual potential. NSCS currently uses the following instructional methods:

- THE SUBJECT MATTER METHOD presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. The primary method to ensure these skills are acquired is through direct-instruction. NSCS also utilizes computer-based learning for struggling learners who may be missing the prerequisite skills necessary for them to participate successfully in the general education curriculum. Computer-based learning offers students an opportunity to receive instruction at their instructional level, through state-sponsored computer-based programs such as Plato Learning Environment. Computer-based learning is also an engaging method for providing the opportunity for high-repetition drills sometimes necessary for learning.

- THE INQUIRY AND PROBLEM-SOLVING METHOD suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information. With the adoption of the Idaho Core Standards, North Star has shifted the way students indicate mastery of a skill from not only recalling the information on tests and quizzes but also applying the skill in problem solving and real-world situations.
- THE DISCUSSION METHOD encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner. The Discussion Method is encouraged by the Idaho Core Standards, as a way for learners to connect with one another through a sharing of ideas.

NSCS's educational roots are in the Subject Matter Method. However, NSCS has transitioned from a predominantly Subject Matter Method into a blended model, which also utilizes the Inquiry and Problem-Solving Method and Discussion Method. While the Subject Matter Method will always have its appropriate place in subjects such as phonemic awareness, phonics, and numerical operations, many skills are better taught and learned through the Inquiry and Problem-Solving Method and Discussion Method such as reading comprehension skills, and math application and word problem solving skills.

Curriculum

The Idaho State Department of Education's Core Standards serve as the starting point and is enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas--language, social studies, science, physical education, and mathematics,--remain strongly emphasized. The core curriculum is enhanced with music/arts, American history studies and business/economics.

NSCS's curriculum has an emphasis on business and economics that makes NSCS unique. The focus on business and economics is purposely woven into the fabric of NSCS curricula, and is considered to be a core foundational skill for NSCS students. In a global economy marked by rapid technological advances, students face increasingly complex economic decisions in their lives. As producers, consumers, spenders and investors, young people make economic choices daily. They must be prepared for the challenges they will face in the years to come. Equipping students with economic decision-making skills to navigate through life will lead to increased civic competence, proficiency in logical and analytic reasoning, an appreciation of our free enterprise system, and a development of crucial personal and survival skills.

When is the best time to begin teaching children about economics? Some would say that as soon as children ask for money, parents should begin teaching economic principles. Most states have adopted one semester of economics in high school as a requirement for graduation. However, young children are capable of understanding the most basic economic principles: scarcity, wants,

needs, choices, costs. Society is assigning increasing opportunities to children to become consumers. Governmental leaders are more willing than ever to privatize essential services, making private citizens more and more responsible for their own well-being. In other words, each person will need to become his or her own “economist” in the future. It is unlikely that future “economists” will be ready to make these critical decisions with just one semester of high school economics.

NSCS’s approach has several layers. We teach students to “think economically”. We provide lessons throughout the core curricula to teach the influence of economic decisions in our neighborhoods, communities, history, and future. Finally, we give students the skills to apply economic principles to problems faced both nationally and internationally.

Language Arts

NSCS’s ~~North Star Charter School’s~~ language arts curriculum is designed to develop effective communicators, who love literature, and to develop a lifelong passion for reading and writing. Younger grades focus on explicit phonemic awareness and phonics-based reading instruction to ensure that NSCS students learn to decode and read text through research-based methodologies and instructional practices described in the Teaching Reading Sourcebook, 2nd edition². As recommended by the Idaho Core Standards, NSCS implements and utilizes a novel-based approach, guided by the instructional practices and exercises in the Teaching Reading Sourcebook, 2nd edition to teach and develop rich vocabulary, reading comprehension and reading fluency. NSCS’s writing curriculum focuses on ensuring students understand and apply basic grammar skills through the explicit, research-based teaching required to develop rich written language and helps the student apply these skills to research, informative writing, persuasive argument, narratives and college preparatory writing.

Social Studies, Business and Economics

NSCS’s social studies curriculum includes instruction in history, government, geography, current world affairs, and sociology with a heavy emphasis on citizenship, business and economics. This focus on citizenship, business and economics is a unique curriculum choice, which NSCS is proud to make available to its community. As students progress through the NSCS curricula, the emphasis is enhanced with an additional focus on community service and how students apply their understanding of and their contributions to the community around them.

Science

NSCS’s science curriculum is a multi-year sequence that emphasizes hands-on ~~on~~ experimentation and functional knowledge of scientific phenomena. NSCS is proud to offer an elementary science curriculum taught by a dedicated and certified science teacher in grades 3rd through 5th. This unique commitment emphasizes NSCS’s dedication and commitment to

² "Correlation: Sourcebook Sample Lesson Models to Common Core State Standards." N.p., n.d. Web. 16 Apr. 2014.

ensuring a superior science curriculum which focuses on Life Science, Physical Science and Earth Science.

Physical Education

A flexible physical education program, taught by a certified teacher, ensures that NSCS students develop the coordination, motor skills and overall fitness necessary to lead healthy and active lives. Students are expected to participate in physical education activities, which will teach them good sportsmanship, team play, and participation that will translate and generalize into the classroom and personal settings.

Mathematics

Through daily practice and reviewing application, NSCS' math curriculum builds a strong early foundation in both facts and applied concepts. Younger grades will focus on mastery of arithmetic processes in addition, subtraction, multiplication and division of whole numbers, fractions and decimals through daily drills that develop math fluency. Developing automaticity for math facts early in the academic career of NSCS students allows for greater ease of applications as students progress through the math curricula and focus on advanced concepts and applications such as place value, time, money, story problems and complex problem-solving.

NSCS appreciates and promotes the need for math to be a hands-on learning experience, when learning how to apply math strategies. Students engage in exploration, conjuring and deeper level thinking promoted by the Idaho Core Standards and the Math Thinking for Instruction (MTI) methodologies. MTI methods are designed to help the student understand the multitude of methods available for solving any given math problem, rather than the rigid approach historically taken to solving math problems via one specific algorithm or strategy. MTI methodologies take into consideration the child's cognitive development, issues of number, meanings of operations and how they relate to one another, and computation within the number system as a foundation for algebra, number systems, ways of representing numbers, meanings of operations and how they relate to one another, working with qualitative and quantitative change and the need to describe and predict variation.

NSCS students develop a high degree of mathematical literacy and qualitative proficiency as indicated by consistently superior year-end summative assessments. Mathematics is taught as a tool for reasoning and problem solving in purposeful ways through a combination of initial explicit and direct instruction, followed by application in problem solving and real-world situations. Because math instruction is interwoven with the business and economics focus at NSCS, the students are explicitly taught the math skills through direct instruction, after which they use the skills and an economics-based context, focusing on every day, real-world application such as formulating compounding interest, how to read and develop bar graphs, understanding savings and loans agreements, etc.

Music/Arts

NSCS utilizes the Orff-Schulwerk method for music teaching and learning, combined with and supported by movement, based on things children like to do: sing, chant rhymes, clap, dance, and keep a beat or play a rhythm on anything near at hand. These natural behaviors are directed first into responding to and making music; reading and writing music are a later natural outgrowth of these experiences. Composer Carl Orff, originator of the approach, called this music and movement activity “elemental” – basic, unsophisticated, concerned with the fundamental building blocks of both art forms. The purpose is to provide a means for awakening the potential in every child for being “musical” – able to understand and use music and movement as forms of expression. The further intent is to develop a foundation for lifelong enjoyment of music and movement/dance, and for some, the incentive for specialized individual study.

American History

NSCS offers its student community a unique curriculum designed to instill in our students a love and appreciation of our heritage, particularly the history of American leaders and influential individuals and its Constitution. By studying and understanding our original founding documents, and the lives and writings of the Founders and other influential leaders, NSCS students will understand and appreciate their roles and responsibilities as virtuous citizen leaders in the 21st century. This focus on our American Heritage is integrated into the elementary curriculum, and carries through the middle school and high school curricula as students look at the documents and machinery of American democracy in American Government in specific classes such as US History, American Government and History of the Americas.

Technology

Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real-life challenges. NSCS will provide our learners with technology skills that prepare them for future employment. In the elementary grades, students receive explicit instruction related to keyboarding, basic computer skills and the utilization of technology in NSCS’s elementary computer lab. As students progress into middle school, their technology skills develop through Business and Technology courses, in the computer lab. They begin to utilize the technology in topic presentations. As high school students, they use the technology skills they have learned to conduct research, develop essays, and present information to educators and peers. North Star teachers utilize an array of technologies each day in their classroom through desktops computers for student use, staff laptops, iPads and Apple TVs used for the delivery of instruction and the use of Interwrite Boards to enhance visual presentation. NSCS will, in the future, continue to explore the feasibility of using technology to create new methods of delivery within and outside the school. New approaches to delivery may be adopted if and only if they are feasible, sustainable and do not detract from existing delivery success.

The Secondary Program (6-12)

Small Secondary School

The NSCS program was designed to transform the secondary school experience for its students by providing a smaller, safer, more intimate learning environment aimed at accelerating student learning through the creation of meaningful, sustained relationships among teachers, students and families in the school. In a small school setting, students and teachers at NSCS share in developing a school culture that supports learning. Relationships between students and adults are strong, trusting and ongoing. Students at NSCS have more opportunities to participate in co-curricular programming and athletics, providing them with opportunities to develop leadership skills and the ability to work cooperatively on teams.³

Smaller secondary schools have been credited with improving student achievement. Studies conducted in Chicago and New York City have shown that smaller schools resulted in improved student achievement as measured by test scores and dropout rates.^{4 5} A recent study of urban, suburban, and rural schools in four states found that smaller schools helped close the achievement gap—as measured by test scores—between students from poor communities and students from more affluent ones.⁶ Based on such successes, the Bill & Melinda Gates Foundation has begun a campaign to finance the establishment of many more small high schools in the United States.⁷

Secondary Methodology

In 2007, NSCS amended its charter to incorporate a small high school program aimed at extending and expanding its successful K-8 program. Founders sought curriculum and an instructional methodology aimed at providing accelerated learning in a safe environment with a focus on character education and the development of virtuous citizen leaders. In 2009, NSCS became the Idaho's first public, tuition-free school authorized to offer the International Baccalaureate Diploma Program.

Three areas of focus were identified: international issues, economics, and business. International-mindedness requires staff and students alike to look beyond the community we live in – to seek to participate in a respectful and knowledgeable manner with the culturally rich and diverse global community. Our school hosts exchange students from countries all over the world: Germany, Sweden, Brazil, Spain, Thailand, Ukraine, and Denmark. In addition, teachers provide opportunities for overseas travel, not only for educational purposes, but also for service

³ Grauer, Stuart R. "Small Schools White Paper: A Meta-Study on the Benefits of Small Schools". Coalition of Small Preparatory Schools. 2012.

⁴ Stiefel, L., Iatarola, P., Frautcher, N., and Berne, R. "The effects of size of student body on school costs and performance in New York City high schools". Institute of Education and Social Policy. 1998.

⁵ Wasley, P.A., Fine, M., Gladden, M., Hollan, N.E., King, S.P., Mosak, E., & Powell, L.C. "Small Schools: Great strides-A study of new small schools in Chicago. Bank Street College of Education. 2000.

⁶ Howley, C., & Bickel, R. (2000). *Research about school size and school performance in impoverished communities*. (Eric Digest). (Eric Document Reproduction Service No. ED 448968.

⁷ www.gatesfoundation.org

learning. The business and economics strand extends from the introductory program in the elementary school to the secondary school and includes courses such as personal finance, marketing, web design, business and technology, macro and micro economics, entrepreneurship, and leadership.

By weaving business, economics, communication and leadership skills into the fabric of education, NSCS aims to educate future business, civic, and community leaders. NSCS's educational philosophy promotes high expectations and a school culture that supports achievement. A goal of "college readiness" will be achieved for all students regardless of their career aspirations.

Grade 6-10 Curriculum

The middle school program provides a framework of learning which encourages students to become creative, critical and reflective thinkers. NSCS emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. NSCS fosters the development of skills for communication, intercultural understanding and global engagement; all qualities that are essential for life in the 21st century. Curriculum is backwards mapped to prepare students with content and skills necessary for success in the IB Diploma Program and to promote a continuum of education. Studies during the sixth through eighth grade years are aligned with preparing students to handle the IB aims and objectives. Curriculum is presented through a spiraling process. Students are introduced to new topics every year; topics are reinforced in subsequent years, and students gain mastery of complex concepts over time.

The ninth and tenth grade curriculum provides a bridge between the middle school program and the IB Diploma Program. Teachers at NSCS have high expectations for all students. High school programming focuses on acceleration, rather than remediation. Teachers provide scaffolding that explicitly teaches students how to study, how to approach academic tasks, and how to read and write at a college level.

English

As students leave the elementary grades they begin studying the rich literature of English and other languages in translation. They develop skills in literary criticism and, an appreciation of cultural differences. In keeping with the Idaho Core Standards, both creative and nonfiction texts are studied for content and style. In the middle years students take two classes per year to polish their skills in both reading and writing. By the first year of IB, students are beginning to appreciate a language's breadth, complexity, wealth, and subtleties in a variety of contexts.

Foreign Language

There are two major languages spoken in the Western Hemisphere: Spanish and English. At a minimum, one ought to be fluent in both. Knowledge of a second language will become more and more important to effective leadership in the 21st century. Knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and

problem-solving skills. We are an IB World School. By learning Spanish in ninth and tenth grade years and as part of the Diploma Program, we promote an understanding of other cultures through the study of their language.

Social Studies

When students leave the elementary years, their world expands and they begin the study of world history and geography. As they proceed through their middle school and early high school years, their studies spiral back to an in-depth look at the documents and machinery of American democracy in American Government. In the IB diploma class, History of the Americas, students will look very closely at the recent history of the United States and its relationship with other nations in North and South America during the 20th century.

Science

Beginning in the middle school years, students begin more field work with instruments. This enhances the students' excitement of science so that they can better understand facts and concepts. Students will experience the integrated science process skills of constructing hypotheses, designing investigations/models, identifying and describing relationships between variable, acquiring and constructing tables and graphs to processing data and drawing conclusions based on that data. In the middle school years, students study life and physical sciences. As freshman and sophomores, they will take biology and chemistry as the groundwork for success in the IB Biology class.

Mathematics

Students explore and master pre-Algebra, Algebra 1, and Geometry. Successfully completing Algebra II is the gate to IB math classes. By refining their powers of abstraction and generalization, IB math students develop mathematical knowledge, concepts and principles as well as logical, critical and creative thinking. Students will view and use mathematics as a tool for reasoning and problem solving in purposeful ways in the other content areas.

The Arts

The Arts demonstrate how people understand and record the human experience and our world. A strong music program is part of our core educational offering. Some suggest a strong correlation between cognitive development and musical training. NSCS provides a music training choice for middle school, freshman and sophomore students.

Business and Economics

By weaving business, economics, communication and leadership skills into the fabric of education, NSCS aims to educate future business, civic and community leaders. The economics curriculum focuses on both microeconomics and macroeconomics. Microeconomics is the branch of economics that studies the behavior of individual households and firms in making

decisions on the allocation of limited resources. Macroeconomics is the branch of economics that deals with the performance, structure, behavior and decision-making of the whole economy.

Grade 11-12 Curriculum

NSCS wants its students to be college-ready and is cognizant of the strong reputation IB has for being the best college-prep program⁸ – even better than Advanced Placement, especially at preparing strong writers, speakers and thinkers. The extended essay requirement has been cited by *Washington Post* education reporter Jay Mathews as one of the chief reasons why IB students surpass AP students in college-readiness.

NSCS engages students in intellectually challenging work, focused on preparing its students to not only meet the content demands of college and challenging jobs, but to prepare them apply their learning to produce significant pieces of analytic work. Students are asked to read and write extensively in all classes.

The IB Diploma Program provides students with:

- a broad and balanced, yet academically demanding, program of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.



⁸ International Baccalaureate Organization. “Key findings from research on the impact of IB programmes in the Americas region”. 2012.

IB Diploma Program Curriculum: Core Elements

The core of the curriculum model consists of three elements:

Element 1- Extended essay

The extended essay of some 4,000 words offers the opportunity for IB students to investigate a topic of special interest related to one of the student's six Diploma Program (DP) subjects/disciplines. An extended essay can also be undertaken in world studies. The world studies extended essay provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, utilizing two IB diploma disciplines. Both types of extended essay (single-disciplinary and interdisciplinary essays) are intended to promote high-level research and writing skills, intellectual discovery and creativity expected at the university level. They provide students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or issue chosen. It is recommended that students follow the completion of the written essay with a short, concluding interview - viva voce - with the supervisor.

Element 2--Theory of knowledge (TOK)

TOK plays a special role in the Diploma Program by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. The fundamental question of TOK is “how do we know that?” Students are encouraged to think about how knowledge is arrived at in different disciplines, what the disciplines have in common and the differences between the disciplinary. TOK therefore both supports and is supported by the study of other DP subjects, as students are required to explore knowledge questions against the backdrop of their experiences in their other DP subjects. Through discussion and critical reflection students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.⁹

Element 3—CAS

CAS (Creativity - Action – Service) is at the heart of the Diploma Program. CAS enables students to live the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. CAS is defined as:

- Creativity - arts and other experiences that involve creative thinking
- Action - physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Program
- Service - an unpaid and voluntary exchange that has a learning benefit for the student.

⁹ International Baccalaureate. N.p., n.d, Web. 07 Apr. 2014.

Students develop skills and attitudes through a variety of individual and group activities that provide them with opportunities to express their passions, personalities and perspectives. CAS complements a challenging academic program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. Students are also required to undertake a CAS Project that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem solving, and decision making.

The school and students give CAS as much importance as any other element of the Diploma Program. Successful completion of CAS is a requirement for the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence of achieving the eight learning outcomes.¹⁰

Diploma Program Subject Groups

Group 1: Studies in language and literature

It is a requirement of the program that students study at least one subject from group 1. In group 1, students will study literature, including selections of literature in translation. Students will choose to study their group 1 subject(s) in a language in which they are academically competent.

In studying the group 1 courses, students are able to develop:

- a personal appreciation of language and literature
- skills in literary criticism
- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective

The range of texts studied in language courses is broad, and students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. A specific aim is to engender a lifelong interest in literature and a love for the elegance and richness of human expression.

While NSCS currently offers Language A: Literature HL, the school reserves the right to offer other alternatives as the program grows and matures.

Group 2: Language acquisition

It is a requirement of the program that students study at least one subject from group 2. The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

¹⁰ International Baccalaureate. N.p., n.d, Web. 07 Apr. 2014.

NSCS currently offers Spanish SL and Spanish ab initio courses. In prior years Japanese ab initio was also offered. The school reserves the right to offer alternatives as the program grows and matures.

Group 3: Individuals and societies

Students are required to choose one subject from each of the six academic areas, including one from Individuals and societies. They can choose a second subject from each academic area except the arts.

Studying any one of these subjects provides for the development of a critical appreciation of:

- human experience and behavior
- the varieties of physical, economic and social environments that people inhabit
- the history of social and cultural institutions.

In addition, Group 3 studies are designed to foster in students the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

NSCS currently offers IB History. In prior years, NSCS has offered IB Geography. The school reserves the right to offer alternatives as the program grows and matures.

Group 4: Sciences

It is a requirement of the program that students study at least one subject from group 4. Students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.

A compulsory project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions.

NSCS currently offers IB Biology (with an emphasis on, IB Anatomy/Physiology, IB Biochemistry/Genetics), and IB Environmental Systems SL. The school reserves the right to offer alternatives as the program grows and matures.

Group 5: Mathematics

It is a requirement of the program that students study at least one course in mathematics; computer science is an elective. The mathematics program enables students to:

- develop mathematical knowledge, concepts and principles
- develop logical, critical and creative thinking
- employ and refine their powers of abstraction and generalization.

Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives.

NSCS currently offers IB Math Studies and IB Math SL. In prior years North Star offered IB Math HL. The school reserves the right to offer alternatives as the program grows and matures.

Group 6: The arts

It is a requirement of the program that students choose one subject from each of the academic areas 1 – 5. Alongside these five courses, a student can choose to study a group 6 subject, or to study an additional subject from groups 1 – 5.

The emphasis is on creativity in the context of disciplined, practical research into the relevant genres. In addition, each subject is designed to foster critical, reflective and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures, and express themselves with confidence and competence.

In prior years NSCS offered IB Music HL. The school reserves the right to offer alternatives as the program grows and matures.

NORTH STAR'S CHARACTER PROGRAM

NSCS emphasizes the ongoing development of the whole person.

“Schools must not only help students become literate and well informed, they must also help them develop the capacity to live responsibly and to judge wisely in matters of life and conduct.”

*Dr. Ernest L. Boyer
President of the Carnegie Foundation for the Advancement of Teaching, Princeton, NJ
Principal Magazine, NAESP
September, 1995*

A unique quality of NSCS is the conscious emphasis placed on the non-academic part of our educational program. We see that schools have a critical role to play in helping to shape and reinforce basic values. The key work of our character program not only develops healthy, young

leaders aware of their responsibility in the world, it also helps create the environment in which learning can best take place.¹¹

Our character program has three elements: Character/Leadership, Service, and Physical Wellness.¹² For the kindergarten through eighth grade, we employ *Character Counts*. During high school (9-12), the IB program takes seriously the importance of life outside the world of scholarship by requiring their Creativity, Action, and Service (CAS) project for the Diploma Program. *The IB Learner Profile* also provides a roadmap to both intellectual and personal qualities.

Character and Leadership Development

In the early years above all else, we see ourselves as allies of the family, reinforcing parents' efforts to guide the intellectual, emotional, and moral development of their children. By providing moral and ethical standards, the school prepares its student to accept the privileges and responsibilities of citizenship. Every child is capable of achieving his or her potential to the fullest extent when afforded respect, fairness, kindness, discipline, and appropriate instruction.

NSCS represents a partnership among its students, parents, and faculty. A child has the right to come to school without fear of taunting, teasing, or violence. Parents have the right to expect a school to provide a safe, kind environment for their children. Teachers have the right to teach in an orderly environment without fear of violence. NSCS's dedication and commitment to providing a safe learning environment for every student is core to what NSCS provides its community of students.

Professional development focuses teachers on learning related to school culture and climate. Administration and staff learn how to develop a healthy school culture through book studies and discussions related to fostering and maintaining a healthy school climate and culture.

Character Counts

At the Elementary level, each month a particular character trait is emphasized. A different grade level is responsible for developing skits and role-playing that teach and model the month's character trait. Thereafter, daily classroom instruction continues to explicitly teach these character traits and help the students implement them on a day-to-day basis. This emphasis and placement of high value on character education provides NSCS students with a unique learning environment, focused on developing virtuous citizen leaders dedicated to maintaining a safe and effective learning environment.

The Character Counts program continues into NSCS's Middle School program. Students have a daily advisory period where a different trait is highlighted and reinforced for a month. Each

¹¹ "Social, emotional, and academic education: Creating a climate for learning, participation in democracy, and well-being." Cohen, Jonathan, *Harvard Educational Review* 76.2(2006):201-237.

¹² "Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning." Greenberg, Mark T.; Weissberg, Roger P.; O'Brien, Mary Utne; Zins, Joseph E.; Fredericks, Linda; Resnik, Hank; Elias, Maurice J.

homeroom has the opportunity to plan an assembly for their peers. Teachers choose a Student of the Month for each grade level who exemplifies the highlighted trait.

OUR CHARACTER COUNTS PROGRAM *

- Respect
- Responsibility
- Gratitude
- Compassion
- Perseverance/ self-disciple
- Friendship Cooperation Kindness
- Honesty/ Integrity
- Enthusiasm
- Citizenship
- * Self-reflection will likely be added as a character trait bringing the elementary program in line with the IB learner program. Self-reflection already is a part of program activities in the elementary classroom.

The IB Learner Profile

When students move into our secondary program, character development is furthered with the guidance of the IB learner profile which becomes the beacon for their actions and aspirations. By using and modeling the IB Profile, NSCS prepares the students for their time in the IB program. In addition to becoming reflective thinkers capable of understanding their own strengths and limitations, our 9th and 10th graders and IB students learn to courageously and confidently accept new challenges and new roles and see themselves as members of communities with responsibilities toward each other and the environment.

The IB Learner Profile provides a framework and common language for character education at the secondary level. Through a shared emphasis on the Profile, students and teachers 9-12 develop a school culture and climate that supports accelerated learning. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.¹³

¹³ International Baccalaureate. N.p., n.d, Web. 07 Apr. 2014.

Service¹⁴

NSCS sees service as a key aspect of developing a virtuous citizen. We see combining classroom instruction with meaningful community service as a way to heighten a sense of community, civic engagement, and personal responsibility in our learners. Our service learning emphasizes critical thinking and personal reflection while encouraging a broad sense of community.

In our elementary school, community service begins at the local level with events such as a Community Food Drive.

During the middle school and early high school years, students from grades 6-10 are required to participate in a requisite number of service hours. Students are provided with service opportunities coordinated by staff (i.e. a project that supports the opening of Horsethief Reservoir or a service trip to Belize).

The service aspect of the IB Program, the CAS (Creativity - Action- Service) Project expands on these initial community service opportunities provided in the early years. CAS requires students to understand their capacity to make meaningful contributions to their community and society. Through service, students develop and apply personal and social skills to real-life situations involving decision-making, problem solving, initiative, responsibility, and accountability.

Physical Wellness

Physical wellness is the part of our character program that deals with developing long term soundness of body that is free of illness and pain. We feel fitness is critical to lifelong learning and encourage our students to learn these skills attitudes and habits. A physical education program ensures that NSCS students develop the coordination, motor skills, and overall fitness necessary to lead healthy and active lives.

In elementary school, students participate in physical education activities, which will teach them good sportsmanship, team play, and that will translate into classroom and personal settings.

In the middle school years, students begin formal health classes combined with physical education and are given the first opportunities to begin participating in NSCS sport programs like basketball, cross-country, volleyball, and track.

Action is the part of the IB CAS project focused on getting involved in activities and sports that contributes to a healthy lifestyle. NSCS offers a solid program of athletics for a small high school and encourages students to participate in sports programs in their home high schools if we do not offer it. Participation in organized sports requires dedication, focus teamwork and leadership.

¹⁴ “Research on K-12 school-based service-learning”. Billig, Shelley H. *Phi Delta Kappan* 81.9(2000): 658-664.

THOROUGHNESS STANDARDS (IDAHO CODE 33-1612)

NSCS will fulfill the thoroughness standards identified in Idaho Code. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

STANDARD A

A safe environment conducive to learning is provided.

Goal: Maintain a positive and safe teaching and learning climate.

Objectives: NSCS will:

- Adhere to a philosophy which is focused on character developments that promote student respect for themselves and others.
- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Provide a facility that adopts policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

STANDARD B

Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

Objectives: NSCS will:

- Establish behavioral expectations for students, staff and visitors that encourage a positive and respectful school climate and culture that is essential to creating and maintaining a safe and supportive school community.
- Follow the guiding principles of a classroom discipline model focused on respect for oneself and one's learning environment.

- Develop a student/parent handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent rules aligned throughout the school.

STANDARD C

The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives: NSCS will:

- Adhere to a philosophy which focuses on character development, emphasizing the importance of adults modeling.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community.

STANDARD D

The skills necessary to communicate effectively are taught.

Goal: Teach students a range of effective communication skills, both written and oral, skills appropriate for the 21st century.

Objectives: NSCS ~~North Star Charter School~~ will:

- Integrate meaningful language experience in reading, writing, oral presentation and spelling, across the content areas.
- Provide a technology-rich environment to enable students to assess information, process ideas and communicate results.

STANDARD E

A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Develop an educated citizenry for the 21st century through a dynamic, interactive academic program which grounds a student in the basics of reading, writing, mathematics, science, and social studies as a means to lead students to more in depth thinking.

Objectives: NSCS will:

- Use the Idaho State Department of Education's Core Standards as a starting point to engage students in research-based and evidence-based pedagogy, a prerequisite for entry into the International Baccalaureate curriculum
- Emphasize American history and the lives and writings of the Founders.
- Integrate business and economic concepts
- Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Physical activity during the school day will be incorporated into the curriculum.

STANDARD F

The skills necessary for the students to enter the workforce are taught

Goal: Teach students “Habits of Mind” that are essential to post-secondary education and the work place, i.e. persistence, flexible thinking, metacognition, innovation, risk taking, life-long learning, problem-solving, etc...

Objectives: NSCS will:

- Utilize Character Counts Program and IB Learner Profile to teach effective “Habits of Mind”.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

STANDARD G

The students are introduced to current technology.

Goal: Provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: NSCS will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

STANDARD H

The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: NSCS will:

- Engage students in service learning. Provide service learning experiences that reflect responsible citizenship in a democratic society and an interdependent world.
- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

NSCS will achieve the Thoroughness Standards through implementation of an accelerated curriculum supported by a school culture based on a solid foundation of character education.

GRADUATION REQUIREMENTS

The graduation requirements for NSCS will meet or exceed the guidelines established by the State of Idaho. The graduation requirements are outlined below, and are also included in the *North Star Charter School Student/Parent Handbook*.

Core Area	Graduation Requirement
Core of Instruction	46 credits
Electives	18 credits
Total Credits	64 credits
Language Arts	9 credits <i>English: 8 credits, Speech: 1 credit</i>
Mathematics	8 credits <i>2 credits must be taken in last year of high school</i>
Science	8 credits <i>4 credits must be lab classes</i>
Social Studies	10 credits

<i>US History, Economics, and American Government</i>	
Humanities <i>Foreign Language</i>	8 credits
Health	1 credit
Physical Education	2 credits
Post-Secondary Readiness Plan	4- Year Learning Plan at end of 8 th Grade
Advanced Opportunities	International Baccalaureate
Senior Project	IB CAS Project and IB Extended Essay
College Entrance Exam	PSAT, SAT, ACT
Middle School	Must take algebra before entering 9 th grade

SPECIAL EDUCATION SERVICES

NSCS will serve all children including special education, Gifted and Talented, students requiring Section 504 Accommodations and LEP (Limited English Proficient) students. NSCS will follow the requirements of IDEA, the state of Idaho, and all other federal and state mandates regarding students with special needs.

The NSCS Board of Directors will adopt the 2007 *Idaho Special Education Manual* with all subsequent revisions and implement appropriate special education policies and procedures consistent with state and federal laws, rules, regulations, and legal requirements. All children will receive appropriate services as outlined in the Individuals with Disabilities Education Improvement Act, Section 504, and the *Idaho Special Education Manual*.

NSCS will plan and budget to provide Highly Qualified special education teacher(s) and other personnel, physical facilities that are appropriately accessible to permit access by students with disabilities, funding and contractual arrangements to ensure that NSCS students with disabilities receive special education and services as required in IDEA 2004 and outlined on the students' IEPs. All special education personnel will meet highly qualified special education standards and will be interviewed, selected, hired, trained, and in place by the first day of the 2014-2015 school year. To meet these expectations, NSCS will conduct a yearly Child Find activity.

NSCS will follow a three-step process, as outlined in the *Idaho Special Education Manual*, to determine whether or not a student requires special education services:

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
2. NSCS's Child Find system will also publicize and ensure that staff and the school's constituents are informed of the availability of special education services through information included in staff orientation, on the school's web page, in registration materials and through the use of various social media.
3. NSCS will conduct a thorough and comprehensive evaluation for students referred, to determine if the student qualifies for special education services under the Individuals

with Disabilities Education Act. NSCS would adhere to the guidelines and timelines outlined in the Individuals with Disabilities Education Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, a district representative, the student when appropriate and the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

NSCS will implement and utilize a comprehensive Response to Intervention program as recommended in the Idaho Special Education Manual. This comprehensive, general education-led program will consist of the core components of problem identification, problem analysis, applying researched-based intervention and progress monitoring to determine student response to the scientifically research-based interventions. Students who do not respond adequately to the Response to Intervention program may be considered for a Referral to Consider a Special Education Evaluation.

If during an evaluation process, the multi-disciplinary team determines the need for an evaluation by personnel not directly employed by NSCS, such as a school psychologist, speech therapist, occupational therapist, or other required experts not currently employed by the school, such evaluations will be contracted with a private provider. If the student qualifies for special education services, and the subsequent Individualized Education Plan (IEP) requires the need for contracting with personnel not directly employed by NSCS, then the NSCS will contract with the appropriate service providers to provide IEP-related services (i.e. Speech and Language Pathologist, Occupational Therapist, Physical Therapists etc.).

Individual Education Plans

A Highly Qualified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A special education teacher will provide services in an inclusion or a pull-out model depending on the degree of accommodation necessary to meet the student's needs. These services will be delivered by a special education teacher or licensed provider, with supporting para-educator(s) as allowed by IDEA and the ESEA. The special education teacher will consult with the general education staff to utilize effective classroom accommodations, adaptations, and modifications.

The continuum of settings and services will be provided at NSCS, include general education classes, resource classes, and provisions for supplemental services such as resource services, itinerant instruction provided in conjunction with the general classroom, classroom aides, replacement curricula, behavioral supports, etc. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the variety of alternate placements and related services available to meet those needs. NSCS may contract with private providers for the provision of related services. Services may be provided by a

licensed therapist, who may use a para-educator for support. In the rare event that the IEP team determines that the student's academic needs cannot be met on site, NSCS may contract with other agencies to provide those services.

For all special education students, NSCS will develop, review, and revise IEPs in accordance with state and federal laws. NSCS will adhere to the IDEA Procedural Safeguards and FERPA to assure protection of student and parent rights, including the confidentiality of personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records. NSCS will ensure access to charter school programs, as required by the Americans with Disabilities Act (ADA). NSCS's building plan will permit access by students with disabilities. The school will provide transportation for special education students when the student's IEP requires it as a result of the multidisciplinary team decision.

NSCS uses evidenced-based programming and curricula when working with students with disabilities who need supplemental or replacement curricula. NSCS will follow the guidelines provided by the IDEA and Idaho Special Education Manual in regards to the disciplining of a student protected under the IDEA. This will include the consideration of a Functional Behavior Assessment and subsequent Behavior Intervention Plan when the special-education multidisciplinary team identifies that the behavior of the student impacts their learning or the learning of others. When the Behavior Intervention Plan is required, it will be developed with Positive Behavior Interventions and Supports. When required in accordance with the IDEA and *Idaho Special Education Manual*, the special education multidisciplinary team will conduct a Manifestation Determination to establish whether or not the misconduct of a student with a disability was (1) a demonstration of the disability, that is, an inability to understand impact and consequences or an inability to control behavior; (2) the result of an inappropriate placement; and/or (3) the lack of provision of services consistent with the IEP and placement.

Nondiscriminatory Enrollment Procedures

NSCS will not deny enrollment to a student with a disability because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities who meet the federally- established eligibility criterion for such services. Enrollment policies described elsewhere in this charter petition are consistent with the mission of NSCS and civil rights requirements. The nondiscriminatory policy will be stated on the school's website, applications, advertisements, etc.

LRE Requirements

NSCS will provide special education and related services to eligible NSCS students in the Least Restrictive Environment (LRE), educating students with disabilities with their non-disabled peers to the maximum extent appropriate. Related services may include (but is not limited to) Positive Behavior Interventions, Adaptive Technologies, Extended School Year, etc. This will be in accordance with the *Idaho Special Education Manual, PL94-142*, and as identified on each

student's IEP. In many cases, the LRE will be specified within NSCS. In rare cases, the LRE might be an alternative site, depending on the needs of each student. NSCS will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. LRE decisions are made individually for each student. The student's goals and required services are developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's unique needs that result from his or her disability, not on the student's category of disability.

DUAL ENROLLMENT

NSCS students will be allowed to participate in dual enrollment with other schools, as required by Idaho Code 33- 203. Dual enrollment is subject to school district policy and procedures, as allowed in Idaho Code 33- 203. Information concerning dual enrollment options and requirements will be provided to parents annually through the student/parent handbook.

Tab 4

Measurable standards, Accreditation and Accountability

MEASURABLE STANDARDS

NSCS is committed to holding students to a higher standard, and consistently striving for academic success.

In evaluating the school's success in meeting mission-based goals and objectives, the school is utilizing both standards-based and performance-based assessments. For those students who have attended NSCS for more than the prescribed timeframe stated they will accomplish the following goals:

1. 90% of all 3rd grade students who have attended NSCS for two or more consecutive years will score a "3" on the Idaho Reading Indicator (IRI).
2. Within 16 months of graduation, 75% or more of seniors will be enrolled in a post-secondary program.
3. ~~Students will demonstrate an~~ Students will demonstrate an appreciation and respect for diversity, as demonstrated by a school-wide average score of 3 or higher on the Respect for Diversity sub-section of the Comprehensive School Climate Inventory. measured by the Comprehensive School Climate Inventory (average school-wide score of 3 or higher in the sub-category of Respect for Diversity).

Methods of Measuring Student Progress

1. NSCS will run an enrollment report to determine which 3rd graders have been attending NSCS for two or more consecutive years and compare the IRI results to find the percentage of students that have obtained a score of 3.
2. NSCS will utilize the Idaho Go-On rates¹⁵ calculated by the National Student Clearinghouse Research Center¹⁶ to determine the percentage of students that graduate NSCS and enroll in post-secondary education. Post-secondary education is defined as attendance at a 2 or 4 year college, university or vocational/ trade program. NSCS's goal of 75% or more students attending a post-secondary program within 16 months is representative of the data collection procedures used by the National Student Clearinghouse Research Center. In setting this goal's target percentage, NSCS took into account that the small school concept's graduating classes are smaller in size and that some students at NSCS will choose to pursue a religion-based mission before continuing

¹⁵ http://www.idahoedtrends.org/data#college_going

¹⁶ [Hggp://nscresearchcenter.org/](http://nscresearchcenter.org/)

onto post-secondary educational opportunities. All data will be evaluated by graduating class with no intermixing of other graduating classes (example: when looking at the 2013 graduates 16 months after their graduation, there would be no inclusion of any data from the 2014 graduates in the analysis).

3. NSCS will use the Comprehensive School Climate Inventory (CSCI) to evaluate and report on progress towards this MSES. The CSCI is a nationally recognized school climate survey that provides an in-depth profile of our school community's particular strengths and needs relative to an appreciation and respect for diversity. The survey is an empirically validated tool that has been used by many schools nationwide. Due to the large expense associated with administration of the survey, NSCS will not administer the survey or report results to the PSCS on an annual basis. The survey will be administered to students, teachers and parents. Results will be generated by CSCI after analysis and provided to NSCS. At a minimum, the survey will be administered in the year preceding a renewal decision. These results will be reported by the school to the PCSC by October 1 of that year.

~~Data from the Star Rating System will be used to measure student progress. North Star may also use a variety of the following methods to measure student progress: AIMSweb, easyCMB.com or other norm-referenced curriculum-based measurements; RtI data; teacher-created, curriculum-specific formative and summative assessments; projects and presentations; the Idaho Standards Achievement Test Smarter Balanced Assessment Consortium or other state-mandated test; the Idaho Alternative Assessment (IAA) when applicable; the ACT, ASFAB, Accuplacer, PSAT and SAT tests.~~

Annual Reporting of MSES

~~NSCS will use the measurement tools described above, to evaluate and report on progress towards the measurable student educational standards (MSES) that relate closely to the school's mission and educational program. NSCS will utilize statewide standardized tests results (collected locally and reported to the SDE via ISEE reporting). The Idaho Five-Star Rating System will be used to evaluate student achievement and school quality.~~

~~NSCS will also utilize the Idaho Go-On rates¹⁷ calculated by the National Student Clearinghouse Research Center¹⁸ to measure the school's ability to provide a world-class educational program by calculating the percentage of students that graduate NSCS and attend post-secondary education. Post-secondary education is defined as attendance at a 2-year or 4-year college program or a trade school. NSCS's goal of 75% or more students graduating within 16 months is representative of the data collection procedures used by the National Student Clearinghouse Research Center, takes into account the "small school concept" graduating class size, and considers the students at NSCS who choose to pursue a religion-based mission before continuing onto post-secondary educational opportunities.~~

¹⁷ http://www.idahoedtrends.org/data#college_going

¹⁸ [Hggp://nscresearchcenter.org/](http://nscresearchcenter.org/)

Annual reports will be made available to the Idaho State Department of Education and the Idaho Public Charter School Commission regarding NSCS's MSES. Non-student specific MSES results will also be made available to parents and other stakeholders on the school's website, within 30 days of receipt of data. Student-specific data will be shared with parents at the parent-teacher conferences at least once a year ~~held annually~~.

~~Program Goals Measurement~~

~~As a result of attending NSCS, students will have achieved the following program goals. NSCS will obtain the data through the measurement tool described and utilize the data to ensure our program goals are being met.~~

- ~~1. Mastery of the Idaho Core Standards, as indicated by proficient scores on the year-end summative assessment (such as the Smarter Balanced Assessment Consortium).~~
- ~~2. Mastery of the Idaho Content Standards related to science, as indicated by proficient scores on the year-end summative assessment (such as the Idaho Standards of Achievement Test).~~

~~Methods of Measuring Student Progress~~

~~Data from the Star Rating System will be used to measure student progress. North Star may also use a variety of the following methods to measure student progress: AIMSweb, easyCMB.com or other norm-referenced curriculum-based measurements; RtI data; teacher-created, curriculum-specific formative and summative assessments; projects and presentations; the Idaho Standards Achievement Test Smarter Balanced Assessment Consortium or other state-mandated test; the Idaho Alternative Assessment (IAA) when applicable; the ACT, ASFab, Accuplacer, PSAT and SAT tests.~~

STANDARDIZED TESTS

Under the direction of the School Administrator, NSCS students will be tested with the same state-mandated standardized tests as all other Idaho public school students. The tests will be conducted in strict accordance with, and at the specified intervals mandated by the State of Idaho. It is NSCS's goal to have a 95% participation rate on state assessments. Early and consistent communication with parents about the importance and purpose of the assessments along with communicating the assessment results to parents in a timely manner will help facilitate NSCS reaching this goal. The School Administrator will work with the staff member assigned the role of School Test Coordinator to ensure a schedule is developed that provides an opportunity for all students to be assessed and for students that are not in attendance during the testing period to be rescheduled for a make-up test. Additionally, NSCS will administer any and all required state assessments according to SDE protocol.

ACCREDITATION

NSCS is currently accredited for grades K through 12 by The Northwest Accreditation Commission. NSCS will renew accreditation every 5 years as required by the Northwest Accreditation Commission. The requirements used by the AdvancED Accreditation Commission are research-based standards to not only evaluate NSCS's organizational effectiveness, but also its K-12 programs, school wide culture, and satisfaction of our stakeholders. The five standards- Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement, provide the framework for NSCS to continually monitor our effectiveness. It is our belief that using this set of research-based standards can provide focus and help NSCS leadership and stakeholders continue to provide a quality education for NSCS students.

To ensure continuing accreditation of NSCS, the school will maintain accreditation for its K-12 program in accordance with Idaho Code 33-5205(3) (e) and IDAPA 08.02.02.140. An accreditation committee appointed by the school administration will choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the school administration will submit annual accreditation reports to the Idaho State Department of Education. The accreditation will be completed through NWAC/AdvancED.

Please see Appendix KP for the External Accreditation Review Report.

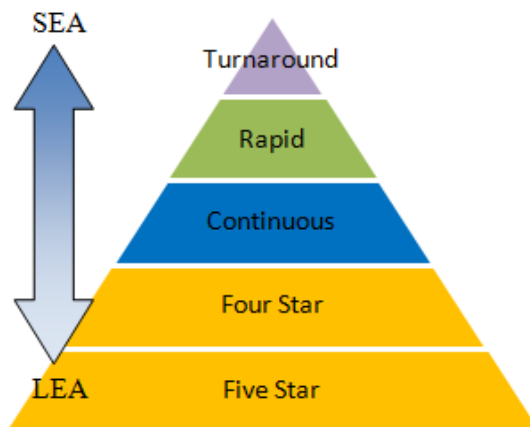
ACCOUNTABILITY AND SCHOOL IMPROVEMENT

NSCS is committed to being a school where student success is a top priority. This is reflected currently with a Four-Star rating in the Star System.

If it is ever determined that, based on student performance, the school is in need of improvement in accordance with the Star System through receiving a one, two or three Star Rating, NSCS will develop and follow a plan that will focus on improving school and staff capacity (structure, resource allocation, and teacher skill sets) to increase student achievement.

The Board of Directors of NSCS will provide consultation to the school administration regarding ongoing plans for the school. The Board will be responsible for the oversight and implementation of the school improvement process. It will be subject to all School-Level Improvement, continuous, Rapid and Turnaround Plans to a documented, meaningful and thorough review process prior to providing approval. If applicable, it will show that it has partnered with any schools in Turnaround planning to ensure a successful plan for alternative governance. The Board will oversee the development of the District Improvement Plan and will assure that the goals of the plan represent the goals of the Board of Directors.

If NSCS receives either four or five stars, no action is required. If NSCS receives a score of three stars or less, NSCS will follow the procedures outlined below:



School level plans are based on a continuum of performance over time with varying levels of LEA and SEA intervention and support structures. Schools with four and five star ratings are not required to submit School Improvement Plans so all the direction is at the school and LEA level. Moving along the continuum, the requirements for schools in Continuous Improvement will be less directed by the SEA than those in Rapid Improvement; however, the furthest end of the spectrum is Turnaround Planning at which point the State Department of Education will be highly involved in the planning process.

Idaho's Accountability System includes the following four measures and the rate of participation in State assessments:

1. Reading, mathematics, and language usage achievement (proficiency) designations for all students;
2. Graduation rates for all students;
3. Growth and growth toward proficiency for all students and subgroups over time; and
4. For schools with grade 12, increasing advanced opportunities and ensuring college readiness through college entrance and placement exams.

Annually, NSCS will receive a star rating and improvement planning category designation from the SDE. The school will strive to receive a four or five star rating. In the case that it receives a lesser rating, the following steps will be enacted.

If NSCS receives a Turnaround or Priority School status (One-Star Rating):

After the State conducts an Instructional Core Focus Visit, the Board, appropriate staff and the authorizer will create a Turnaround Plan based on whichever of the following permissible models would best affect the necessary change:

1. Transformation model, which addresses areas critical to transforming persistently low achieving schools. These areas include: developing teacher and Administrator leader effectiveness (depending on the track record of the Administrator, this could mean replacing the current administrator), implementing comprehensive instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.
2. Turnaround model, which includes, among other actions, replacing the Administrator and rehiring up to 50% of the school's staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the State's academic standards. A turnaround model may also implement other strategies such as any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy).

3. Governance Partnership Model in which the Board/school partners with an external entity to implement the Turnaround Principles and transform the governance of the school. This may include:
 - a. Agreeing to utilize services provided directly to the school by the state in lieu of a state takeover in which a diagnostic review is conducted and services are tailored specifically to the context of the school;
 - b. Purchasing the services of a lead turnaround partner that will utilize research-based strategies, that have a proven record of success with similar schools, and which shall be a key participant and decision-maker in all aspects of developing and collaborative executing the turnaround plan.

After choosing the best Turnaround Model, NSCS staff, Board, and the authorizing charter entity will create a Turnaround Plan that will provide the framework for analyzing problems, identifying underlying causes and addressing instructional issues in the school that have led to low student achievement outcomes. The plan will incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused NSCS to be identified for the Turnaround Plan category.

NSCS will use the State's WISE Tool and required indicators to write its Turnaround Plan. The indicators NSCS will use in its Turnaround Plan will be tied to research-based practices that have been proven to raise achievement for all students, including English Learners, students with disabilities, and the lowest achieving students.

Once identified, NSCS would remain a One-Star School (i.e., a priority school in the Turnaround Plan status) for at least three years, unless it meets the exit criteria defined in Section 2.D.v. During that period, plans will be overseen by the authorizing charter entity, approved by the State, and monitored by both the State and the authorizing charter entity. NSCS may exit priority status one year early if it meets the exit criteria of two consecutive years at a Three Star rating or higher (after initial identification).

Special Rule for District Charter Schools: For a district charter school, renegotiate and significantly restructure the school's charter pending approval by the State Charter School Commission in order to implement the Turnaround Principles or revoke the charter and close the district charter school.

If NSCS receives a Two-Star Rating, the Board and authorizing charter entity will collaborate with the SDE to develop and Rapid Improvement Plan using the required WISE tool indicators. NSCS will follow the required steps, guidelines, and procedures in a manner similar to those outlined above and as provided in the Idaho Improvement Planning and Implementation Workbook. NSCS must receive a three star rating for two subsequent years to be removed from this ranking.

If NSCS receives a three-star rating, the Board and authorizing charter entity will collaborate with the SDE to develop a Continuous Improvement Plan using the required WISE Tool indicators. NSCS will follow the required steps, guidelines and procedures in a manner similar to

those above and as provided in the Idaho Improvement Planning and Implementation Workbook. NSCS must receive a higher rating for at least one year to be removed from this ranking.

If NSCS is in improvement status, they will complete all requirements including the 10% set aside for professional development, notification of school choice and tutoring services for eligible students attending one and two star schools, SMART Goals and alignment of evaluation and state funding plan. Additionally, if NSCS is in improvement status, the Board in conjunction with the administration (as appropriate) and authorizer will revisit and reprioritize the operational budget to ensure resources are directed toward realizing improvement goals. This will be particularly critical to meet the requirements of Turnaround Plans, and especially if the administrator or a significant portion of the staff are replaced.

Tab 5

Governance Structure, Parental Involvement, Audits

GOVERNANCE STRUCTURE

NSCS is a non-profit organization and managed under *the Idaho Nonprofit Corporation Act*. A Board of Directors will be the public agents who control and govern the charter school. NSCS shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will generally follow Robert's Rules of Order, and will follow the Open Meetings laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the Charter School Corporation and Public Records laws.

Under the bylaws of the corporation, NSCS is governed by a Board of Directors consisting of between five and seven voting directors. Board Members are elected for a two year term. No more than three Board Members may be parents of students at NSCS. The remainder of the Board Members shall not be affiliated with the school.

The Board of Directors seats are as follows:

Seat #	Type of Seat	Year of Election
Seat One	Parent	Even year
Seat Two	Parent/community	Even year
Seat Three	Community	Even year
Seat Four	Parent	Odd year
Seat Five	Community	Odd year
Seat Six	Community	Odd year
Seat Seven	Community	Even year
Non-Voting	PTO President	Current

Current board members and their resumes are in Appendix E.

Powers and Limitations

NSCS will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the charter school. NSCS commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Board of Directors will have the responsibility to approve the selection of all the Administrators (Elementary, Secondary, Academic and Finance Administrator) who may not be

one of its members. NSCS will not contractually bind the Idaho Public Charter School Commission in a contract with any third party.

Board of Director's Responsibilities

The Board will be responsible for the financial health of the school, managing the school's funds responsibly and prudently while prioritizing spending with consideration given to the school's mission, vision and educational program goals. The Board will make an effort to establish financial practices and reporting that result in accuracy and transparency. Board members will participate in fundraising activities as deemed necessary and appropriate by the Board. Board members will put the interests of the school first and will refrain from using the position for personal or partisan gain.

The Board is responsible for development of the school's policies. Board decisions on policies affecting the school will be made only after full discussion and opportunity for public comment at publicly held board meetings. The Board will periodically review and evaluate the effectiveness of policies based on the impact on school operations, performance and alignment with applicable laws, rules and regulations.

Board business conducted at Board meetings will be done per the bylaws and applicable laws (see Bylaws in Appendix B). Board members will commit to follow the ethical standards set forth in the Ethical Standards agreement (see Appendix F).

The Board is to serve as the liaison between the school and the authorizing entity.

Selection and Replacement

Annual elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation (see Bylaws in Appendix B). For Election Process, see Appendix D ¶.

Recruiting Board Members

NSCS will seek to recruit parents of students enrolled in the school and others in the community who are highly qualified to be on the Board. NSCS will seek prospective members who have training or experience in accounting/finance, law, education, publicity, marketing, and/or business. Recruitment notices that detail the qualifications and experience required will be sent out through email to the students' parents and others on the school's e-mail list. They will also be posted on the school's website. NSCS will request the assistance of its faculty and stakeholders in finding Board candidates.

Since NSCS has an elected Board, the Board, itself, does not choose the future board members, therefore the role of the NSCS Board in succession planning is somewhat limited. Board Members will encourage stakeholders to find qualified members and urge them to participate in the election process.

NSCS can utilize the Advisory Committees as a means to identify possible candidates. These committees provide an avenue for the school's stakeholders to vet prospective candidates for the Board.

Advisory committees have at least one Board member as Chair. Generally, no more than 6 non-board members will serve on the committee. Non-Board Members of a committee have no voting authority.

Board Training and Evaluation

When new Board Members are added, they are provided with a New Board Member Packet. This packet contains information to help them understand what is involved in being a Board Member, such as but not limited to: the NSCS Charter, roles and responsibilities, meeting laws, state statute for charter schools, ethical standards, policies and financial reports and budgets.

Annually or throughout the year, at the discretion of the Chairman, there may be a training schedule to include, but not limited to, the roles/responsibilities of a Board, review of the school's charter, the Board's Ethical Standards, and state statutes. As appropriate, the Board may include other training, including external training, as appropriate based on costs and time. The Chairman will make sure the Board is aware of these opportunities.

Board members will be encouraged to attend any staff and parent education meetings.

The Board will conduct a self-assessment annually by using the Idaho School Board Association (ISBA)'s self-assessment tool (see Appendix G). The data will be used to improve the Board and its individual member's functionality. An example may be the discovery that the Board is weak in financial knowledge, leading to additional training specific to educational finances.

Ethical Standards

NSCS is a member of the ISBA and adheres to the ISBA ethical standards. Each Board member is required to read, understand, sign and adhere to the ethical standards of the Board. Our Ethical Standards Agreement is in Appendix F.

Relationship between the Board of Directors and School Administration

The organization chart in Appendix H demonstrates the reporting and interaction structure for NSCS. The relationship of the Board of Directors to the NSCS administration is as follows:

Board of Directors

The Board of Directors is responsible:

- For policy development and review
- For the financial health of the school
- For operational oversight (not day-to-day operations)
- For the annual evaluations of Elementary, Secondary, Academic and Financial administrators
- For the legal affairs of NSCS
- To refer administrative communications to the administration, as appropriate, and to follow the Board-established chain of command
- To adopt, advocate for and oversee a school budget, which is responsive to school goals and meets the needs of all students.
- To delegate to the Administrators responsibility for all administrative functions, except those specifically reserved to the Board through board policy
- To conduct an annual self-evaluation of its own leadership, governance and teamwork.
- To seek the administration's recommendation before taking action.
- To communicate and interpret the school's mission and other policy related matters to the public and stakeholders.
- To ensure there is a supportive, smoothly, operating leadership team, which advocates for both children and the community.

Elementary and Secondary Administrators (s)

The Elementary and Secondary ~~a~~Administrator(s) work(s) under the direction of the Board of Directors and are empowered to provide educational direction, administration, and on-site day-to-day operation of the elementary and secondary school(s),respectively, as well as certain decisions concerning but not limited to:

- Implementing the vision and mission of the school
- Recommend to the Board the hiring of personnel
- Providing instructional materials and supplies
- Allocating classroom resources
- Fulfilling state charter school requirements
- Building school-wide community
- Providing special services
- Contracting educational services
- Contracting SPED services

- Manage the disciplinary policy
- Developing curriculum, instruction and assessment
- Implementing professional development
- Resolving employment and personnel issues
- Overseeing enrollment and attendance
- Conducting teacher evaluations
- Supplying annual educational reports
- Executing the policies of the Board
- Acting as an intermediary between the Board of Directors and stakeholders
- Communicating to the Board on NSCS's academic performance
- Making recommendations to the Board on issues facing the school
- Supervising student scheduling
- Student enrollment and records
- Attendance
- State reports concerning students, faculty, and staff
- Parent and public relations

Academic Administrator

The Academic Administrator ~~is a new position to NSCS and~~ works under the direction of the Board of Directors, with a primary focus on the teachers through the following, but not limited to, responsibilities:

- Provide teacher mentorship and coaching K-12
- Oversee Teacher Leadership teams
- Oversee ISEE reporting related to student data management
- Oversee Professional Development and in-services events
- Oversee Special Education initiatives and process
- State assessment planning, scheduling and implementation
- Oversee building security and student safety
- Oversee Substitute teacher roster, training and evaluations
- Participate in integrated curriculum development K-12

Finance Administrator

The Finance Administrator will work under the direction of the Board of Directors. The Finance Administrator's responsibilities include, but are not limited to the following:

- Monthly and Annual financial reporting to the Board and outside entities
- Day to day financial operations and accounting
- Financial records
- Purchasing/Contracting
- State reporting requirements

- Payroll
- Insurance
- Benefits
- Facilities management

Administrative Assistant(s)

The administrative assistant(s) will work under the direction of the Elementary and Secondary Administrator. The administrative assistant(s) responsibilities will include, but are not limited to:

- Student enrollment and records
- Attendance
- State reports
- Parent and public relations

The composite administrative team as identified herein may, at the direction of the Board of Directors, be further organized to operate as a self-directing administrative/management team with cross-training and appropriate joint decision making and collaboration so long as requirements for certification as required by the Idaho Code are fully observed.

PARENTAL INVOLVEMENT

The Parent-Teacher Organization (PTO) will provide consultation and support to the Board and the Administration regarding ongoing plans for the school. The head of the PTO will sit on the Board of Directors (as a non-voting member) providing an additional avenue for parent's views to be shared.

Parents of students who attend NSCS will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will receive a student handbook at registration.
2. Parents will be encouraged to attend parent teacher conferences during the year.
3. Parents will be encouraged to be involved in the PTO and to volunteer for school projects, programs and committees, and to work specifically with students who are challenged academically.
4. Parents will be encouraged to provide an appropriate learning environment at home for study.
5. Parents will be encouraged to attend Board meetings.
6. The Board will seek parental involvement on Advisory Committees and as Board members as described under "Board Recruitment".

In order to create awareness of volunteer opportunities, Board meeting dates, PTO contacts and other parental involvement opportunities, the information will be communicated via email, newsletter and school website.

AUDITS/FINANCIAL REPORTING

Annually, the Board of Directors approves a letter of engagement of an independent certified public accountant to conduct an independent audit that complies with all related finance laws. At the completion of the audit, the Board reviews the results of the audit, approves and accepts the audit report and findings. A copy of the audit report will be submitted to the Authorizing entity and the SDE.

The Board of Directors complies with all school finance laws. The board presents and discusses all financial matters at public session and posts all financial results, budgets, audits, contracts and disbursements electronically via the school website. The Board holds an annual public hearing where the budget is discussed in detail. The Board posts notices of all meetings, including financial meetings, at the Meridian School District, Meridian Public Library, and Eagle Public Library and in the Idaho Statesman.

NSCS will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). The Board will have prepared and published, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5)(6). Such annual statement shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. The school places copies of all teacher contracts and vendor contracts on the school website. In addition, the school places a listing of all disbursements on the website and makes available all such information upon request.

Annually, NSCS will file with the State Department of Education such financial and statistical reports as the SOPI may require pursuant to Idaho Code Section 33-701(7). NSCS will destroy all claims or vouchers paid five years from the date the same was canceled and paid pursuant to Idaho Code Section 33-701(8).

NSCS will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be submitted to the State Department of Education pursuant to Idaho Code Section 33-701(9).

Pursuant to 33-701(10), NSCS will invest any money coming into the hands of the school in investments permitted by section 67-120 of the Idaho Code.

TAB 6:

Employee Requirements, Health and Safety, Student Discipline

EMPLOYEE QUALIFICATIONS

NSCS's full-time and part-time staff will meet or exceed qualifications required by state law. Instructional staff shall be Highly Qualified certified teachers as required by Idaho Code Section 33-5205(3) (g). ~~Educational~~ The Elementary, Secondary and Academic Administrators will be certified as administrators. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of NSCS as outlined within the Charter. Staff must comply with the professional codes and standards approved by the State Board of Education, including standards for ethics or conduct as required by Idaho Code Section 33-5204A(1). The Elementary and Secondary Administrators~~(s)~~ will make recommendations to the Board of Directors for approval of instructional staff.

NSCS reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, NSCS reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

BACKGROUND CHECKS

All employees, subcontractors, Board Members, and volunteers who work with students independently are required to undergo State of Idaho criminal background checks and FBI fingerprinting in compliance with Idaho Code 33-130. Each person stated above shall submit the completed fingerprint card to the school who will submit such background check information to the Office of Certification at the State Department of Education. Subcontractors will pay for their own background checks.

PROFESSIONAL DEVELOPMENT

NSCS recognizes that teachers are the foundation of our school's program, helping achieve their potential academically, socially and emotionally. Teacher success is the basis for successful student learning. NSCS intends to support its teachers through competitive compensation packages, paraprofessional support, opportunities for peer connection and support, and a strong mentoring and professional development program. NSCS recognizes the critical importance of its professional development programs for the long-term success of the school and its students. See teacher evaluations in Appendix ~~IM~~ and professional development plans in Appendix ~~JN~~.

HEALTH AND SAFETY PROCEDURES

NSCS complies with the following health and safety procedures:

1. Conducts criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Requires that all students show proof of immunization before being enrolled at the NSCS.
3. Requires that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provides for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
5. NSCS has adopted and implemented a comprehensive set of health, safety and risk management policies. These policies have been developed in consultation with the NSCS's insurance carriers and at a minimum address the above and following items:
 - a. Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - b. Policies relating to preventing contact with blood-borne pathogens
 - c. A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
 - d. Policies relating to the administration of prescription drugs and other medicine.
 - e. A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
 - f. Policies establishing that the school functions as a gun-free, drug, alcohol, and tobacco free workplace.
6. NSCS has developed a policy regarding internet usage that complies with all requirements set forth in the Children's Internet Protection Act.

Policies are incorporated as appropriate into the school's student and staff handbooks, and will be reviewed on an ongoing basis in the school's staff development efforts.

CLASSROOM MANAGEMENT

NSCS is committed to a safe learning environment. Appropriate behavior is essential in the establishment of a positive learning environment for students. Student expectations for appropriate behavior are high, and are communicated to students as part of the Character Development program (described in Tab 3). Teachers specifically and explicitly teach and review classroom rules as a means to teach appropriate behavior in the classroom setting. Expectations for appropriate behavior are communicated to parents in NSCS's student/parent handbook (distributed to families annually) and these expectations are clearly communicated to new families during initial tours of the facilities offered in the spring. Teachers will be trained in

the “Love and Logic” approach, as a means to ensure that the school-wide philosophy will be implemented in communicated uniformly.

The Love and Logic program is a classroom management approach to working with students that:

1. Puts teachers in control
2. Teaches students to think for themselves
3. Raises the level of student responsibility
4. Prepares students to function effectively in a society filled with temptations, decisions and consequences

Teachers and staff follow three basic rules when using Love and Logic, which are:

1. Use enforceable limits
2. Provide choices within limits
3. Apply consequences with empathy

STUDENT DISCIPLINE

Discipline at NSCS emphasizes a positive approach, guided by the Love and Logic way of thinking. NSCS expects its students to behave in an age-appropriate, respectful way towards adults, classmates in school and personal property. When this does not occur, classroom teachers will use corrective strategies that correlate with the Love and Logic philosophy. Teachers and staff are primarily responsible for the maintenance of proper student behavior both within and outside of the classroom setting during the school day. Every reasonable effort should be made by teachers/staff to solve discipline problems before they are referred to administration.

Discipline Steps

When a referral is made by a teacher regarding mischievous or severe behavior it will be submitted to Administration. Referrals will be processed as follows below:

Level One

(Behavioral interventions may begin on Step 1 or Step 2):

- Step 1: Teacher conferences with student and maintains written documentation of student behavior.
- Step 2: Teacher documents student behaviors and determines appropriate intervention strategies. Teacher contacts parents; may include the counselor and administration. Teacher maintains written documentation of student behavior.
- Step 3: Teacher refers student to the administration and parents are contacted. This indicates that the student has not responded to step 2 and/or 3 interventions in the classroom. Administration maintains written documentation of student behavior.
 - Referrals will result in a conference with the student/parent and assignment of a consequence determined by the Administration. A review

of step 1 and 2 interventions and alternate strategies may be considered by the Administration and the teacher.

Level Two

For severe deviant behavior or repeated violations, the student may be suspended from school for a period of one to five (1-5) days by the Administration or certified designee. See Idaho Code 33-205 or North Star Policy 502.1 for more information

- Continued referrals may result in progression to level three. This may take place by a telephone or school conference.

Level Three

When the student does not respond to interventions, expulsion will be considered. The Board reviews all expulsions. The Administrator has the authority to temporarily suspend a pupil until a final determination is made by the Board. The Administrator or designee may recommend to the Board a time period for pupil expulsion up to one year. No pupil shall be expelled without the Board having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the Board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his/her own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However, the Board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the proposed expulsion.

Readmission

Readmission may occur after a meeting with the NSCS Board of Directors and Administrator prior to the end of the expulsion.

Zero Tolerance

Most students respect each other and the staff at NSCS. However, we believe it is important to call attention to specific behaviors that are not allowed on any school campus. Students in violation of any zero tolerance policy may be expelled and referred to the appropriate authorities. The duration of expulsion may be for the remainder of the school year, or, if occurring in the second semester, the student may be additionally expelled for the first semester of the next school year. The expulsion process is described above under "Discipline Steps". Zero tolerance will be in effect while on the property of the school or other structure on school grounds which were, at the time of the violation, being used for an activity sponsored by or through the school, and/or while riding school provided transportation and/or participating in a school sponsored extracurricular or academic activity off school grounds.

Zero tolerance offences include alcohol/controlled substance (including tobacco), arson, explosive devices, weapons, battery, bullying and harassment. Please know that because a specific behavior is not mentioned, it does not mean it is acceptable.

The Board of Directors reviews all expulsions recommended by the school's administration, and will adhere to all state laws and NSCS policy 502.1 regarding expulsion hearings.

Alcohol, Drugs and Tobacco

The Board of Directors recognize that student use of chemical substances is a serious problem of utmost concern in our society. Drug, alcohol, and tobacco use is detrimental to a state of well-being and undermines the aim of education, which is to enable individuals to develop to their full potential. The school seeks to ensure the highest standards of learning in the classroom and recognizes that use of chemical substances—including alcohol, tobacco, controlled substances and other substances as defined in the policy—creates educational, economic and legal problems. NSCS supports prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. The consequences for violation of this policy is set forth in the ~~S~~student/~~parent~~ Handbook (see Appendix L-Q).

Bullying/Harassment

Bullying/harassment shall be defined as any physical, verbal, cyber, or socially aggressive behavior calculated to intimidate, harm, injure, coerce, ridicule, or threaten. Any staff member observing or suspecting bullying behavior shall intervene. The consequences for violation of this policy is set forth in the ~~S~~student/~~parent~~ Handbook (see Appendix L-Q).

Notification of Law Enforcement

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency is to be notified immediately. The administrator or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The administrator or his/her designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials.

Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws or student/parent handbook rules.

Suicide Prevention

NSCS complies with Idaho Code 33-512 B, Suicidal Tendencies-Duty to Warn and Idaho Administrative Procedures Act (IDAPA). 08.02.03.160. Additionally, NSCS uses the 4-pronged approach recommended in the Idaho Guidelines for Suicide Prevention in Schools:

1. Student Well-Being: There are, of course, many aspects related to the well-being of students. Two of these aspects are of particular importance in preventing suicide as documented by nationally known suicide expert Dr. Thomas Joiner in his book, Why People Die by Suicide. Dr. Joiner points to failed belongingness and perceived burdensomeness as the two fundamental elements involved in desire for suicide. School personnel can play a key role in increasing student feelings of belongingness and capability/effectiveness (non-burdensomeness).
2. Training: Staff training is to include all certified school personnel, in the fall of each new school year. Training will be incorporated into the professional development days, provided to certified teachers prior to the start of each school year, by the school counselor.
3. Student Training: Student prevention should be administered in a regular, relevant class setting, such as a health course or teen development class with a curriculum that focuses on warning signs, protective factors, available community mental health services, and a strong message of hope, with the purpose of helping students identify classmates or themselves to prevent suicide.
 - a. Do not present students with curriculum until school personnel, parents, and community mental health providers are on board and support is available for those presenting with suicide ideation.
 - b. Do not present student suicide prevention training within six to twelve months of a completed suicide, depending on the readiness of the school community. Continue post-intervention activities.
4. Screening: It is critical to follow up with students who are identified by the training or coursework as at risk.

Disaster Preparedness

All school staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events which threaten to result in a disaster. The Board of Directors or designee shall develop and maintain a school crisis plan which details provisions for handling foreseeable emergencies and disasters. It is recommended that this plan be reviewed and updated regularly.

The Administration Administrator(s) shall augment the school plan with working site crisis plans and appropriate procedures specific to the school. All students and employees shall receive instruction regarding these plans.

The Board of Directors or designee shall consult with city and/or county agencies so that school and site plans may provide the best possible way a of handling each situation. These consultations should also consider emergency communications systems between these agencies and the school.

School and site plans shall address, but not be limited to, the following situations:

- Fire in a building
- Fire from an external source, i.e., brush, grass, or forest fires.
- Bomb threats or actual events.

- Natural disasters, i.e., floods, severe weather, or earthquakes.
- Man-made disasters, i.e., riots, accidents involving aircraft, or hazardous materials.
- Threats, attacks, or disturbances from groups or individuals.
- Other threats to students' health and safety, i.e., suicide.

EMPLOYEE: BENEFITS, STATUS, CONTRACTS

Benefits

NSCS will comply with all state and federal laws addressing employment benefits and insurance. At a minimum, all eligible employees will be covered by worker's compensation insurance, will have Federal Social Security withheld along with the employer's matching contributions, will be covered under the Public Employee Retirement System of Idaho (PERSI), and will be offered health insurance. It is the intent of NSCS to offer competitive wages and benefits so that it can recruit and retain talented employees. All employees who currently are members of PERSI will continue their participation. All new employees that are eligible for PERSI will become members of PERSI.

All employees will contribute to the Federal Social Security System. NSCS will make all employer contributions as required by PERSI and Federal Social Security. In addition, the school will also pay for worker's compensation insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. NSCS will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits. The Board will develop a process to ensure that all eligible employees are invited to enroll in one of NSCS's health insurance plans. The Employees have ~~has~~ the right to decline health insurance.

Transfer Rights of Employees

With NSCS as its own LEA, ~~No~~ no employee transfer rights apply between NSCS and any other school district.

Collective Bargaining

The staff at NSCS shall be considered a separate unit for purposes of collective bargaining.

Written contracts

All teachers and administrators will be on a written contract with NSCS, approved by the Board. All contracts will be in a form approved by the State Superintendent, conditioned upon a valid certification being held by such professional personnel at the time of entering upon the duties.

A copy of all teacher and administrator contracts along with certificates for certified teachers and administrators will be on file in the school office.

October 9, 2014

Job postings and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

TAB 7: Admissions, Enrollment, Student Policies

ENROLLMENT

NSCS's enrollment is capped at 1032 students in grades K-12th. Annually, no less than thirty (30) days prior to NSCS's lottery application deadline, the Board of Directors will establish, at its regularly scheduled meeting, by motion and vote, an 'Annual Enrollment Capacity' as follows: Based on recommendations from the Administration, the Board will establish: (1) an annual school-wide enrollment capacity not to exceed 1032 students; and (2) an annual enrollment capacity for each grade. Each year, The Administration will: (1) Post the Annual Enrollment Capacity information on the NSCS web site within five (5) days of the Board vote; and (2) conduct the lottery and enrollment process in compliance with the limits established in the Board's Annual Enrollment Capacity motion and vote.

ENROLLMENT OPPORTUNITIES

In accordance with IDAPA08.02.02.203.02, NSCS will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information, at least three months in advance of the enrollment deadline established by NSCS each year. The information will be posted in highly visible and prominent locations within the attendance area of the school, as well as, on the school's website. In addition, NSCS will ensure that such process includes the dissemination of press release or public service announcements to media outlets such as television, radio, and newspapers that broadcast within, or disseminate printed publications within, the area of attendance of the school. NSCS will ensure that such announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than fourteen days prior to the enrollment deadline each year. Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

ADMISSION PROCEDURES

NSCS will be open to all students on a space-available basis. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out- of-state students will be enrolled.

NSCS will substantially follow the model admission procedure identified by the Idaho State Board of Education in the initial year and for every year thereafter.

NSCS has identified the following admission procedures:

Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend NSCS. In the case of a family with more than one (1) child seeking to attend, a single written request for admission must be submitted on behalf of all siblings whom the parents desire to enroll in NSCS. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of the school is insufficient to enroll all prospective students, then a lottery, as described elsewhere in this charter, shall be utilized to determine which prospective students will be admitted to the school. Only those written requests for admission submitted on behalf of prospective students that are received prior to the established deadline shall be permitted in the lottery. Only written requests for admission shall be considered.

Lottery Process

NSCS will hold a lottery each year unless the initial capacity of NSCS is sufficient to enroll all prospective students. The lottery will be held in a public forum and a neutral 3rd party will conduct the lottery selection. NSCS will determine the students who will be offered admission by conducting a fair and equitable lottery conducted according to IDAPA 08.02.04.203 and Idaho Code 33-5205.

Priority of Preferences for Future Enrollment Periods

The selection hierarchy for admission preferences for enrollment of students shall be as follows:

1. Pupils returning to NSCS a subsequent year of operation;
2. Children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the school's capacity;
3. Siblings of pupils already enrolled in the school;
4. Prospective students residing in the attendance area of the school; and
5. All other students.

The names of the persons in highest order on the final selection list shall have the highest priority for admission to NSCS in that grade, and shall be offered admission to NSCS in such grade until all seats for that grade are filled.

Wait List

All student names which were not selected in the lottery will be listed after the selected students in the order established by the lottery. Prospective students not eligible for immediate admission will be placed on a wait list and may be eligible for admission at a later date if a seat becomes available.

All openings during the school year will be filled according to the order of this wait list. If a parent, guardian, or other person receives an offer on behalf of a student and declines admission,

or fails to respond to such an offer in a timely manner by the date designated in such offer by NSCS, then the name of such student will be stricken from the wait list, and the seat that opens in that grade will be made available to the next eligible student on the wait list.

Written requests for admission received after the lottery has been conducted will be added to the bottom of the wait list for the appropriate grade. If a student is enrolled in NSCS, and their sibling is on the waitlist, the sibling student will advance to the bottom of the sibling waitlist for their respective grade level, in accordance with (Rules Governing Public Charter Schools) IDAPA 08.02.04.203.04. Wait lists for a given school year shall not roll over to a subsequent school year.

DENIAL OF ATTENDANCE

In accordance with Idaho Code 33-205, the school's Board of Directors may deny enrollment or may expel or deny attendance to NSCS to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board, but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

The process for expulsion and denial of attendance is in Tab 6 under Student Discipline. For Special Education cases, refer to Tab 3 under Special Education Services.

STUDENT/PARENT HANDBOOK

In order to ensure that both parents and students understand the expectation for students at NSCS, parents will receive a student handbook at registration.

See Appendix LQ for the ~~S~~student/~~P~~parent ~~H~~handbook.

TAB 8:

Business Plan, Transportation, Nutrition

BUSINESS DESCRIPTION

NSCS is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Notwithstanding any other provision of the school's Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

MARKETING PLAN

NSCS Marketing Committee is tasked with assisting the Administration and Board in the marketing of the school to prospective students and the community. This is accomplished through a variety of tools capable of reaching a wide cross section of the local community, including underserved and at-risk families:

- Direct mailing to primary attendance area households to notify about open house dates or lottery deadlines
- Digital media sources: community events calendars, Facebook
- NSCS website (www.northstarcharter.org)
- Brochures and Posters
- Local media coverage of individual student or teacher recognition, or school wide recognition
- Signage
- Events (school tours, IB night, open houses, music programs, sports events)
- News releases and articles

Since NSCS is near capacity, a current point of emphasis has been to target retention of current student population primarily through email marketing to the NSCS stakeholders.

MANAGEMENT PLAN

Please see Tab 5-Governance and the Organization Chart in Appendix H.

FINANCIAL PLAN

Budget

The budget for NSCS is prepared in compliance with Idaho Code Section 33-801 and rules of the State Board of Education; is presented at a public hearing in June of each school year; and will be delivered to the State Department of Education as required on or before July 15th for the subsequent school year. Copies of the budget are provided to any interested parties via the NSCS website. Further, the budget is prepared, approved, and filed using the required accounts associated with the Idaho Financial Accounting Reporting Management System (IFARMS).

Financial Management

The accounting records are kept and maintained in accordance with generally accepted accounting principles (GAAP). NSCS will follow the reporting requirements set forth by the Idaho State Department of Education IFARMS.

The Board of Directors is ultimately responsible for financial management. The Board delegates the day-to-day financial management and day-to-day accounting of the school to the Finance Administrator. The Finance Administrator, in conjunction with the Finance Committee and the Treasurer, completes a monthly review of operating results and presents such results to the Board.

In addition to the annual audit (see Tab 5), a report to the Board is given that includes any material weaknesses in internal controls and/or operating inefficiencies that should be addressed in the coming year.

The school has instituted various segregation of duties to assist in the assurance that there is propriety required to protect the school's books and records, including receipt and deposit of cash, payment of expenditures and reconciliation of accounts and records.

Short-term and Long-term Budgets

Budget assumptions are in Appendix P.

Current year budget is in Appendix Q~~J~~.

Three year budget forecast is in Appendix R~~K~~.

Income Sources

Funding sources will include SDE foundation payments based on support units by grade, staff apportionment and benefits based on support units, transportation reimbursement based on current year expenditures and directed program payments in support of specific SDE initiatives. All funds from SDE foundation payments flows first to the NSCS Bond Trustee. The trustee, per

a waterfall agreement, takes a portion of the foundation payment for semi-annual interest, principal, reserve requirements and annual bond expenses and fee. The remainder is then wired into the School's operating bank account. Further funding may come from federal grants, private grants, various fund raising events, donations and fees for extra-curricular activities.

Any federal funds for Title I and Title VI-B will be calculated through the prescribed formulae and submitted within required deadlines.

Operating Expenditures

NSCS operates under a purchase order system in compliance with Idaho Code Section 33-601. All expenditure requests are signed off by the appropriate operating personnel and approved by the Finance Department. Pursuant to Idaho Code Section - 67-2302 the school pays all of its operating obligations no later than 60 days after receipt of invoice. All operating expenditures are approved monthly at regularly scheduled Board meetings.

Non-Operating Expenditures

Non-operating expenditures are based on the specific terms set out in the agreement. Non-operating expenditures are generally limited non-recurring expenditures and debt service obligations.

Payroll

NSCS will process its own payroll. The school payroll is a monthly payroll with two pay dates (10th and 25th of the month). Payroll is distributed by check and/or direct deposit, based on employee elections. The school withholds all federal and state withholdings based on W-4 submissions executed by employees. In addition, the school deducts from employee pay contributions to various benefit plan and the Public Employee Retirement System of Idaho (PERSI). All payments to regulatory agencies, based on specific due dates, are made subsequent to the monthly payroll date, the 25th of each month. All employees, under contract, which generally terminate on June 30th of each year, are paid over twelve months beginning in August of each year and completed on July of the following year.

Assets and Working Capital

NSCS will properly maintain its existing and future assets. The school will maintain working capital and other covenant requirements as set forth in lender documents.

Cash Flow

The Finance Administrator reconciles cash flow monthly to the bank statements and compares the current monthly expenditures to the monthly cash plan approved by the Board, performs a variance analysis and reports to the Board on a monthly basis.

Cash Flow budget for 2014-2015 is in Appendix N.

Debt

NSCS operates under a series of bonds, with varying coupon rates and maturity dates over the next thirty-five years. These bonds are Nonprofit Facilities Revenue Bonds. See Appendix NS for Bond Structure Summary.

TRANSPORTATION

NSCS currently offers transportation to students through a contract with Brown Bus Company. Annually, NSCS looks at alternative bus routing based on the mix of students by grade.

These transportation services are offered to students within our primary attendance area when they live more than one and one-half (1.5) miles from the NSCS facility. In accordance with Idaho Code, students who live less than one and one-half (1.5) miles from the nearest established bus stop must provide their own transportation to such bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and the nearest public road, to the nearest door of the building he/she attends, or to the bus stop, as the case may be. NSCS may transport any student a lesser distance when in its judgment the age, health, or safety of the student warrants.

A day care center, family day care home, or a group day care facility, as defined in Idaho Code section 39-1102, may substitute for the student's residence for student transportation to and from school. NSCS will not transport students between child care facilities and home in accordance to Idaho Code 33-1501.

Students with special needs are provided transportation in accordance with requirements of state and federal law. Transportation of field trips, excursions, and extracurricular activities will be provided by the school through contracted services at the expense of all participating students.

NUTRITION

Currently, NSCS does not provide a school-sponsored lunch program. The school has contracted with an outside vendor to offer healthy lunch meals. The school offers this alternative lunch program as a courtesy to students. Annually, the Board will discuss whether a school lunch program would be viable related to facilities and finances.

The school currently does not track free or reduced lunch data. NSCS will pursue the means to obtain FRL information via the application for admission process. Any information obtained related to FRL would be for the purpose of demographics and will be kept and protected from identifying the student.

TAB 9:

Virtual Schools and Online Programs

NOT APPLICABLE TO NORTH STAR CHARTER, AT THIS TIME

TAB 10:

Business Arrangements, Community Involvement, School Closures

BUSINESS ARRANGEMENTS

At the current time, NSCS has established key contracted business arrangements with the following:

- Brown Bus for student transportation services
- Children's Therapy Place for speech therapy services
- G & A Foods as vendor for lunch food
- International Baccalaureate Organization for IB program fees
- Capstone Press Inc. for Myon Reading Program
- American Preparatory School (APS)
- Borton -Lakey Law Offices

Community Partners consist of:

- NSCS PTO
- North Star Athletic Association
- Rosauers
- Idaho Charter Network
- Idaho Leads
- New Pedagogies for Deep Learning Global Partnership
- Key Club International
- National Honor Society

Appendix Q contains a full list of business arrangements. Details of contracts/agreements are available upon request.

TERMINATION/CLOSURE PLAN

NSCS will follow all closure and termination procedures as outlined in the Idaho Public Charter School Commission's Closure Protocol (see Appendix M ~~R~~).

In case of termination, the Chairman of the Board of Directors will be responsible for the dissolution of the School and will cooperate with the Idaho Public Charter School Commission. The Board will follow all state and federal laws regarding the dissolution of a nonprofit corporation and arrange for the liquidation of assets and dispersing of funds to the creditors.

When the Board determines that the school will be terminated, the Chairman will execute the termination. The Chairman will arrange for the sale of assets and will use the proceeds to pay creditors. Within a month after the determination to dissolve the school, the Chairman will contact the parents of past and present students informing them of the process to obtain student school records and/or to which school the records should be forwarded. The School will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where the records will be stored after dissolution. The School will send the records to the school requested by the parents. Parents can either email or send written instructions.

Within two months after the determination to dissolve the school, the Chairman will direct the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit required by an individual or organization to be determined by the Board. The School will maintain a Facebook page or similar page stating who to contact for student records.

The Chairman will direct all personnel records to all former employees of the School. All former employees shall receive their personnel records within one month after the final school year.

The Chairman will arrange for the sale of assets for distribution to creditors pursuant to Idaho Code 30-3-114 and 30-3-115. At least 80% of the proceeds will be used to pay creditors in the following order and categories: Staff salaries, benefits, contracted service providers: payroll, accounting, utilities, transportation, nutrition, special education leases and mortgages.

Once appropriate assets have been used to pay creditors, the School will donate or redistribute the remaining assets to other non-profits, in accordance with and allowable by Idaho State Statute. Any assets bought with federal funds will be delivered to the Idaho Public Charter School Commission and will not be used to pay creditors. All remaining federal funds will be turned over to the Idaho Public Charter School Commission in accordance with Idaho State Statute.

NSCS will fund and complete a final fiscal audit. The audit will be submitted to the Idaho Public Charter School Commission and the State Department of Education.

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October 9, 2014

APPENDIX A

Articles of Incorporation
North Star Charter School, Inc.

FILED/EFFECTIVE
MAY 14 AM 8:27
CLERK OF STATE
IDAHO

I, _____, undersigned, being a mature person of full age and a citizen of Idaho and the United States, naturally acting as the incorporator of a corporation under the Idaho Nonprofit Corporation Act, adopts the following Articles of Incorporation for such corporation:

Article 1

The name of the corporation is North Star Charter School, Inc.

Article 2

The corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Notwithstanding any other provision of these Articles to the contrary, the corporation shall not carry on any activities not permitted of:

- (a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or
- (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Article 3

The principal office of the corporation is located in Ada County, Idaho. The street address of the registered office is: 5713 N. Hill Haven Place, Star, Idaho 83669

The registered agent for the corporation at such address is: Gale L. Pooley.

Article 4

The initial mailing address of the corporation is:

Gale L. Pooley
5713 N. Hill Haven Place
Star, ID 83669

IDAHO SECRETARY OF STATE
05/14/2002 05:00
CK: 8829 CT: 114155 BH: 465654
1 @ 30.00 = 30.00 INC NONP # 2

c 143890

Article 5

The corporation is a nonprofit corporation under the laws of the state of Idaho. The corporation shall have all powers allowed by law including, without limitation, those powers described in Section 30-3-24 of the Idaho Code, as amended and supplemented.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its officers, trustees, employees, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 2 hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

Article 6

The corporation shall exist perpetually or until dissolved according to law.

Article 7

The corporation shall have no members.

Article 8

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the Bylaws as adopted from time to time by the Board of Directors.

Article 9

The number of directors constituting the Board of Directors of the corporation shall be fixed by the Bylaws, but in no event shall there be less than four (4) nor more than seven (7) directors. The names and addresses of the initial directors are:

<u>Name</u>	<u>Address</u>
Gale L. Pooley	5713 N. Hill Haven Place, Star, ID 83669
Don Myer	12600 W. Lanktree Gulch, Star, ID 83669
Toby Pafundi	5791 N. Star Ridge Way, Star, ID 83669
Shanna Liles	1502 Ellis Avenue, Caldwell, ID 83605

October 9, 2014

Articles of Incorporation

North Star Charter School, Inc

Article 10

The procedure for appointing and replacing Directors shall be set forth in the Bylaws.

Article 11

These Articles may be amended only upon the unanimous consent of all Directors.

Article 12

The corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

Article 13

The names and address of the Incorporator is:

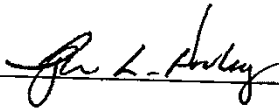
Gale L. Pooley
5713 N. Hill Haven Place
Star, ID 83669

Article 14

Upon dissolution of the corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Meridian School District's non-profit foundation which is organized and operated exclusively for educational purposes and which has established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board of Directors.

Signature of Incorporator:

Gale L. Pooley



APPENDIX B

**THIRD AMENDED BYLAWS OF
NORTH STAR CHARTER SCHOOL, INC.
An Idaho Nonprofit Corporation**

**ARTICLE 1
OFFICES**

Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the County of Ada, State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within the County of Ada, State of Idaho.

**ARTICLE 2
PURPOSE**

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning of §501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code. Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- (a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or
- (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future Federal income tax code.

**ARTICLE 3
NO MEMBERS**

Section 3.1 No Members

The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members, shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the Board.

Section 3.2 Associates

Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such

reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

ARTICLE 4 BOARD OF DIRECTORS

Section 4.1 Board of Directors

The Board shall consist of Directors elected or appointed for a two (2) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers of the Board of Directors

The Board, as a board, shall have the full power and duty to manage and oversee the operations of the Corporation's business and to pledge the credit, assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (Idaho Code § 33-5201).

Section 4.3 Election of Directors

- (a) The term for the Board members shall be staggered to allow for continuity in the management of Corporation business, as follows:
 - a. Seat One: Elected every even year (parent seat)
 - b. Seat Two: Elected every even year (parent or community seat)
 - c. Seat Three: Elected every even year
 - d. Seat Four: Elected every odd year (parent seat)
 - e. Seat Five: Elected every odd year
 - f. Seat six: Elected every odd year
 - g. Seat Seven: Elected every even year
- (b) No more than three (3) Directors may be a parent with one or more children attending the North Star Charter School.
- (c) In order to advance the cooperative spirit set forth in the Charter for the Corporation, the Board shall also allow the elected President of the Parent-Teacher Organization (PTO) to serve with the Board in a non-voting *ex-officio* capacity. This position does not participate in any executive sessions of the Board.

- (d) Directors will be elected to the Board by vote of stakeholders of the Corporation at the Corporation's Annual Meeting, in accordance with an elections policy adopted by the Board of Directors. As used herein, "Stakeholders" shall mean the parents and legal guardians of pupils then attending North Star Charter School, the faculty and employees of North Star Charter School, members of the North Star Charter School Parent-Teacher Organization and such other persons and entities as the Board determines to be stakeholders of the Corporation.

Section 4.4 Term

- (a) Directors shall be elected or appointed to a two (2) year term of office.
- (b) Each Director shall serve until the stakeholders at the annual meeting of the Corporation duly elect his/her successor.

Section 4.5 Resignation and Removal

Subject to the provisions of §30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Director may be removed with or without cause by a majority vote of the Directors then in office, or for cause by a majority vote of the Stakeholders in accordance with Section 4.6(c).

Section 4.6 Vacancies

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- (b) The Board may declare vacant the office of any Director who has been convicted of a felony, or has been found to have breached any duty arising under §30-3-85 of the Idaho Nonprofit Public Corporation Act, or found to be of unsound mind by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any calendar year.
- (c) The stakeholders may only recall (remove) a Director for one or more of the reasons listed in Section 4.6(b) above, in accordance with the procedure set forth in this Section. A request to recall a Director may be initiated by a Petition which identifies the specific basis of the recall as noted in 4.6(b) and is signed by no less than 15% of the eligible stakeholder at the time of the petition. The Petition shall be presented to the Clerk of the Board. The Board shall hold a recall election in the same manner as regular elections, which shall be completed within 30 school days from the receipt of the Petition. The Director shall be recalled and removed

from office, and their seat deemed vacant, if two thirds of the Stakeholders voting in the recall election vote in favor of the recall.

- (d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until the expiration of the term for the seat to which they were appointed.
- (e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's terms of office.

Section 4.7 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The corporation shall carry liability insurance covering the Corporation's business.

Section 4.8 Employees

The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 4.9 Voting

Voting by the Board shall be in person, and no proxy voting on the Board may occur.

Section 4.10 Quorum

A quorum consisting of a majority of the then current Directors must be assembled to vote and conduct business.

Section 4.11 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

ARTICLE 5 BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be the principal office of the Corporation in the County of Ada, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year on the third Thursday of July, if not a legal holiday, and if a legal holiday, then on the day following, at 7:00 o'clock P.M. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory, but will be scheduled for the third Thursday of the month or at another time and location agreed to by the Board.

Section 5.4 Notice of Meetings

Notice of the time and place of any regular, annual, or special meeting of the Directors shall be given in compliance with Idaho Code or by posting the same upon the school bulletin board and on the school web site at least five (5) days, and not more than ten (10) days, prior to the meeting. No special meeting shall be held without at least a twenty-four (24) hour meeting and agenda notice, unless an emergency exists. An emergency is a situation involving injury or damage to persons or property, or immediate financial loss, or the likelihood of such injury, damage or loss, when the notice requirements of this section would make such notice impracticable, or increase the likelihood or severity of such injury, damage or loss, and the reason for the emergency is stated at the outset of the meeting. Any meeting of the Board that includes an "executive session" shall comply with Idaho Code §67-2345.

**ARTICLE 6
OFFICERS AND DUTIES**

Section 6.1 Officers

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Board and serve a one (1) year term.

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board and shall be a voting member on all matters subject to a board vote. The

Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

- (a) The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporations' Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of Directors and their respective addresses.
- (b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

- (a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member.
- (b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to

the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the board.

Section 6.6 Removal

Any Officer may be removed, either with or without cause, by a majority of the Directors then in office.

Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

**ARTICLE 7
FISCAL AFFAIRS**

Section 7.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1st to June 30th.

**ARTICLE 8
NOTICES**

Section 8.1 Manner of Giving Notice

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by Statute, Articles of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 8.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

**ARTICLE 9
DISSOLUTION**

Section 9.1 Dissolution

Upon dissolution of the Corporation, after paying or adequately providing for the debts and obligations of the Corporation, any remaining assets shall be distributed to the school's then

October 9, 2014

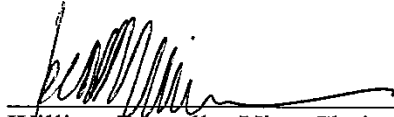
valid authorizer pursuant to Idaho Code and in a manner to ensure continued compliance with the Corporation's non-profit tax exempt status.

ARTICLE 10 AMENDMENTS

Section 10.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board, and shall be deemed effective upon approval by the Idaho Public Charter School Commission. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicated the place or page where the amendment or repeal may be found.

Approved by a vote of 4 in favor and 0 against at the special scheduled and noticed meeting held on the 30th day of June, 2014.


William Russell – Vice-Chairman of the Board


Ellen Bates - Attest

October 9, 2014

valid authorizer pursuant to Idaho Code and in a manner to ensure continued compliance with the Corporation's non-profit tax exempt status.

**ARTICLE 10
AMENDMENTS**

Section 10.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board, and shall be deemed effective upon approval by the Idaho Public Charter School Commission. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicated the place or page where the amendment or repeal may be found.

Approved by a vote of 4 in favor and 0 against at the special scheduled and noticed meeting held on the 30th day of June, 2014.



William Russell – Vice-Chairman of the Board

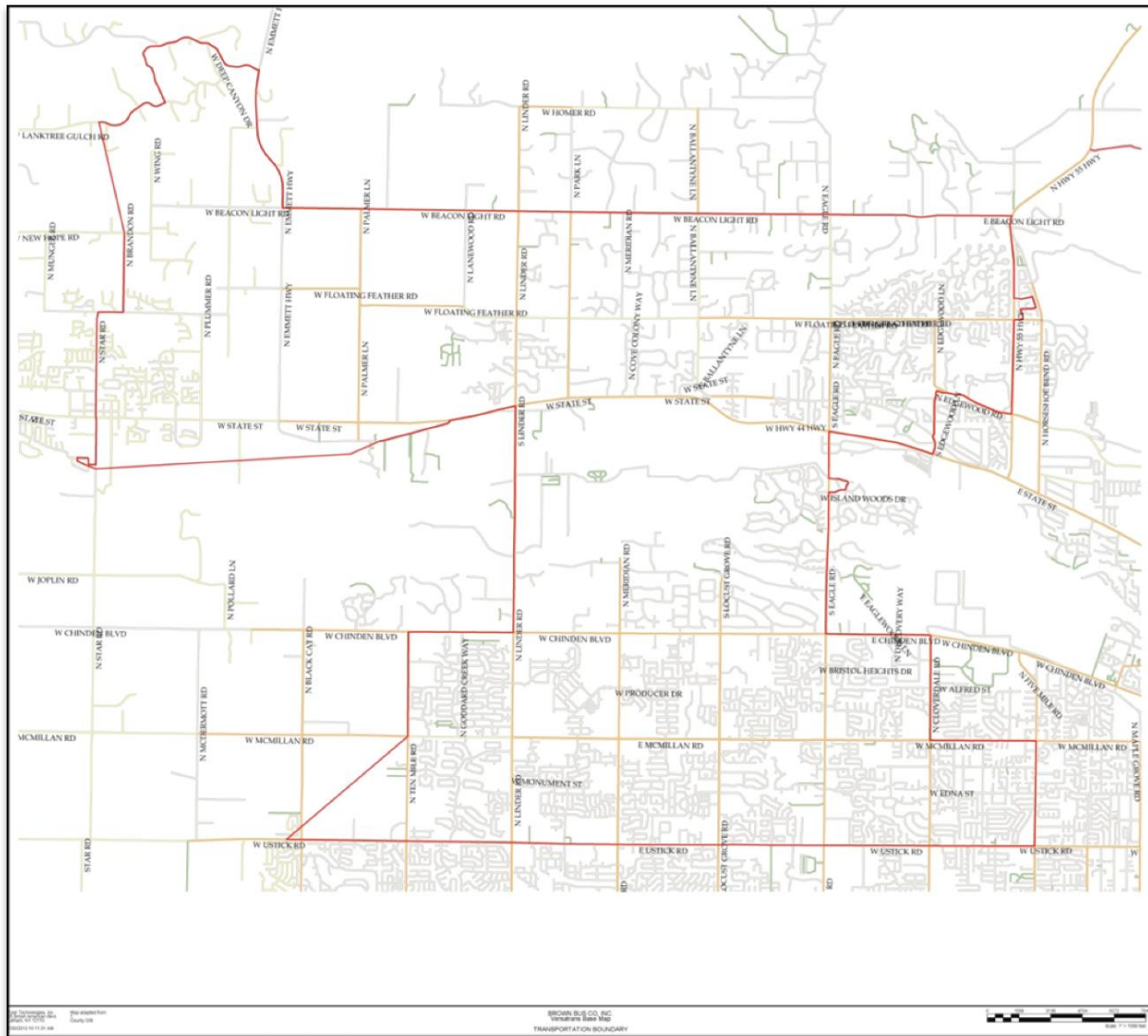


Ellen Bates - Attest

October 9, 2014

APPENDIX C

PRIMARY ATTENDANCE AREA



North Star Charter School
School Board Election and Voting Process - 2014

Nomination Process

1. The Board Clerk announces the Board of Directors is accepting nominations for open board seats. The announcement to be made by:

- a. posting the announcement on the website,
- b. sending an email message to stakeholders,
- c. posting at front entrance the of the school, and
- d. posting in the school newsletter.

A deadline for accepting nominations will be stated on the announcement.

2. Nominations must be in writing to the Board Clerk. The Board Clerk will contact all nominees to ascertain their willingness to be placed in nomination for the upcoming annual Board Election (see attached - *Timeline for School Board Elections – 2014*).

3. Applications will be provided, by the Board Clerk, to nominees who have accepted the nomination to run for a Board seat. The application must be complete and returned to the Board Clerk as specified in the *Timeline for School Board Elections – 2014*.

All applications will be reviewed and approved by the Board of Directors. The Board has the authority to reject any application by a majority vote. If any applications are rejected, the Board Clerk will notify the applicant.

Approved applications will be posted no later four (4) days after Board approval on the website and at the front entrance of the School. An email will be sent to all stakeholders notifying them all approved candidate applications have been posted on the website.

4. A public “Meet and Greet Event” with the candidates will occur a week following the approval of the candidates by the Board.

Ballot and Voting Process

1. The Voting process will be conducted through the US Mail. (see attached *Timeline for School Board Elections – 2014*)

2. The ballot and instructions for voting will be included in a mailing on June 26th. (see attached – *Ballot for 2014-2015 School Year*)

3. Write-in candidates and proxy voting are not permitted.

October 9, 2014

May 16, 2014

Dear Stakeholders:

The Board of Directors of North Star Charter School announce nominations for open school Board of Directors positions are now being accepted until June 6, 2014.

At the 2014 Annual Election of Board of Directors there will be four (4) seats up for election as follows:

Seat 1: Parent seat - 2 year term

Seat 2: Parent/Community seat - 2 year term

Seat 3: Community seat - 2 year term

Seat 7: Community seat - 2 year term

You are invited to submit nominations for Board positions. The nomination(s) must be in writing and sent to the Board Clerk, Ellen Bates. You may submit the nomination in the following ways:

1. Email to ebates@northstarcharter.org
2. Mail to 839 N. Linder Rd, Eagle ID 83616, attention Ellen Bates, Board Clerk
3. Deliver to the school to the attention of Ellen Bates, Board Clerk.

The Board Clerk will contact all nominees to confirm their willingness to be considered for a position on the Board and will provide the nominees with the application and election process timeline.

North Star Charter School
Timeline for School Board Elections – 2014

- | | | |
|-----|--|-----------------|
| 1. | Announcement by Board Clerk that nominations for open Board seats are being accepted | May 16, 2014 |
| | a. Seat 1 – Parent Seat | |
| | b. Seat 2 – Parent or Community Seat | |
| | c. Seat 3 – Community Seat | |
| | d. Seat 7 – Community Seat | |
| 2. | Board appoints Controller of NSCS Board Elections 2014 | May 21, 2014 |
| 3. | Preliminary stakeholder list from front office | May 28, 2014 |
| 4. | Deadline for receipt of nominations | |
| | a. All nominations to be received by Board Clerk | June 6, 2014 |
| 5. | Clerk notifies nominees of their nomination and requests Applications(as received) | June 6, 2014 |
| 6. | Nominees submit applications to Board Clerk by | June 10, 2014 |
| 7. | Nominee applications reviewed/approved by Board at a special board meeting on | June 12, 2014 |
| 8. | Declaration of winner for any unopposed seat | |
| | * If all seats are unopposed, election process is complete | June 12, 2014 |
| 9. | Final Stakeholder list (control list) from front office | June 16, 2014 |
| 10. | Final nominations and applications posted on the school website and front entrance to school | June 16, 2014 |
| 11. | Candidate Meet and Greet Event | Week of 6-23-14 |
| 12. | Ballots sent to stakeholders by US Mail | June 24, 2014 |
| 13. | Ballots mailed <i>and</i> postmarked no later than | July 16, 2014 |
| 14. | Counting Ballots | July 21, 2014 |
| 15. | Verify election results | July 22, 2014 |
| 16. | Announce election results | July 22, 2014 |
| 17. | Install new Trustees | July 24, 2014 |

October 9, 2014

NORTH STAR PUBLIC CHARTER SCHOOL

BOARD OF DIRECTORS ELECTION BALLOT FOR 2014-15 SCHOOL YEAR

Select the Candidate by placing a mark, (i.e. ☐ or “☒”) in the check box next to the Candidates name. You may select one Candidate for each seat but are not required to vote for each seat. For those seats that have multiple Candidates, you may select only one Candidate. If you select multiple Candidates per seat, the ballot will be invalid.

Note: Write-In Candidates will not be accepted.

SEATS AVAILABLE	NAME
Seat 2 - Parent/Community seat 2 year term – term expires 2016	<input type="checkbox"/> Cory Jakobson
	<input type="checkbox"/> Jeet Kumar
	<input type="checkbox"/> Roy Ledesma

Candidate applications can be found at www.northstarcharter.org and available at the school.

The Election results:

- a. Ballots will be counted on July 21, 2014, controlled by independent 3rd party.
- b. Results will be posted on the website and the front entrance of the School on July 22, 2014.

IN ORDER FOR BALLOTS TO BE ELIGIBLE, ALL BALLOTS MUST BE POST MARKED BY JULY 16, 2014 AND MAILED BY US MAIL TO:

NORTH STAR CHARTER SCHOOL
C/O: COMMISSIONER OF BOARD
ELECTIONS 2014
372 SOUTH EAGLE RD BOX #361
EAGLE, IDAHO 83616

October 9, 2014

NORTH STAR PUBLIC CHARTER SCHOOL

BOARD OF TRUSTEES ELECTION BALLOT FOR 2014-15 SCHOOL YEAR

INSTRUCTIONS:

For the 2014-2015 Annual Board Election, there is one (1) seat open for election. It is a two (2) year term seat:

Seat 2: Parent/Community seat – 2 year term

Please follow instructions carefully in order to submit a valid ballot:

1. A “stakeholder” is any person who as of June 16, 2014 is a:
 - a. parent or legal guardian of one or more pupils at North Star, or
 - b. an employee of North Star.
2. Each stakeholder may submit one ballot (i.e.: each parent/legal guardian from 'a' is eligible to submit their own ballot {no more than two ballots per family}, and each employee 'b' is eligible to submit one ballot).
3. The election for 2014 will be conducted via the US Mail. You received your ballot via US Mail. You must return your ballot via US Mail. Please return your ballot in the enclosed stamped addressed envelope via the US Mail to:

**North Star Charter School
C/O: Commissioner of Board Elections 2014
372 South Eagle Rd Box 361, Eagle ID 83616**

4. Marking the ballot. Select the Candidate by placing a mark (i.e. ☐ or “☒”) in the check box next to the Candidate’s name. You can only select one Candidate for each seat. However, you are not required to vote for each open seat. For those seats that have multiple Candidates, please make sure you only vote for one Candidate.
5. ***NOTE: If you select multiple Candidates per seat, your ballot will be nullified.***
6. Ballot(s) are to be returned in a sealed envelope, addressed as follows:
 - a. **Please make sure the Full Name of Stakeholder voting is on the return envelope, otherwise your ballot will be nullified.**
 - b. **Only one ballot per envelope**
7. **Be sure to vote timely. All ballots post marked after July 16th will be disallowed.**
8. **ONLY BALLOTS RECEIVED BY US MAIL TO THE ABOVE PO BOX WILL BE ELIGIBLE FOR INCLUSION IN THE FINAL COUNT.**
9. **The Commissioner of elections shall have the final authority regarding the eligibility of each ballot received.**

North Star Charter School **School Board Election Internal Process**

Eligibility, verification and counting ballots:

The Commissioner of the Board Elections 2014 will oversee the eligibility, verification and the vote counting process. The Chairman of the Board will designate the Board Clerk, or another designated person not running for an open Board seat, to be the observer/ bystander during the verification and counting process. The ballots will be counted at a site designated by the Commissioner of Board Elections 2014 or at North Star Public Charter School. The ballot eligibility, verification and counting will be controlled by the Commissioner of Board Elections 2014.

1. Upon removal from the Postal Box, each ballot envelope shall receive a sequential unique number stamped on the face of the ballot envelope.

2. The Commissioner of Board Elections 2014 will determine if a ballot envelope is eligible for verification and counting, as follows:

A. Any ballot not received via US Mail from the appointed Postal Box will be ineligible.

B. Any ballot envelope post marked by May 23rd and received in the Postal Box by May 28th, will be eligible for verification and counting.

C. Any ballot envelope received after May 29th will not be included in the verification or counting process.

3. Creation of final Stakeholder List.

A. Administration will create a Stakeholder List by April 23, 2014 based on all students matriculating as of that day and any actively working (defined as full time or part time) employees on the payroll as of that day. This list will determine the names and number of ballots to be distributed. A stakeholder is any person who as of the ballot due date is (a) a parent or legal guardian of one or more pupils at North Star or (b) an employee of North Star. Each stakeholder may submit one ballot. In the event a stakeholder is both an employee and a parent or legal guardian, they will only have 1 vote.

B. Administration will forward the Stakeholder List to the Commissioner of the Board Elections 2014.

C. Administration will run a *final* Stakeholder List as of May 24, 2014. Any stakeholders appearing on the April 23, 2014 Stakeholder List that do not appear on the May 24, 2014 Stakeholder List represent invalid stakeholders and their ballots will be nullified.

4. The procedure for verifying stakeholders will be done in pairs.

- A. Person A announces the stakeholder name on each ballot envelope.
- B. Person B witnesses the name, and
 - 1. verifies the name is on the Final Stakeholder List
 - a. Checks off the name on the Final Stakeholder List as of May 24, 2014 indicating the receipt of a valid ballot envelope
 - b. Valid ballot envelopes are placed in one stack
 - c. Invalid envelopes will be:
 - i. Stamped “invalid stakeholder”, then
 - ii. Placed into invalid stakeholder stack
 - 2. Person A – from the valid ballot envelope stack, determine that post mark date:
 - a. All ballot envelopes with proper post marks are placed in valid ballot envelope stack
 - b. Post marked after May 24, 2014 shall be stamped “invalid post mark” and placed in invalid post mark stack
 - c. All unopened invalid ballot envelopes (invalid stakeholders or late post marks) will be combined and placed in a stack entitled “invalid unopened envelopes”
 - 3. The Commissioner of Board Elections will record on the Verification Control Sheet the following:
 - a. # of valid ballot envelopes
 - b. # of invalid ballot envelopes
 - i. Invalid Stakeholders
 - ii. Invalid post marks
- C. Person B opens the valid ballot envelope:
 - 1. Separates the envelope and the ballot and determines if there are any envelopes with no ballot, two ballots or more than two ballots:
 - a. No ballot:
 - i. Ballot envelope is placed in the empty ballot envelope stack
 - b. One ballot:
 - i. Ballot envelope is placed in valid ballot envelope stack
 - ii. Ballot is placed in valid ballot stack

- c. Two ballots:
 - i. A unique ballot envelope number will be written on the face of each ballot
 - ii. Ballots will be returned to the envelope and placed in a stack entitled “two ballot envelopes”
 - d. More than two ballots:
 - i. The Commissioner shall staple the ballots together
 - ii. Write on the ballots “nullified: received more than two ballots in same envelope in one envelope”
 - iii. Place ballots back into envelope
 - iv. Write on envelope “the envelope is nullified due to multiple ballots enclosed”
 - v. Place nullified envelopes into nullified envelope stack
2. The Commissioner will take all envelopes with two ballots and he/she will:
- a. Have the name on the envelope checked to the Final Stakeholder List to determine:
 - i. If both parents or guardians have been checked as being received, the ballots will be nullified
 - 1. Write on the ballots “nullified due to multiple ballots in envelope and unable to validate second ballot to the Final Stakeholder List”
 - 2. Place the nullified ballots in the nullified ballot stack
 - 3. Write on the envelope “the envelope is nullified due to multiple ballots enclosed”
 - 4. Place nullified envelope in the nullified envelope stack
 - ii. If there is an unchecked Parent or Guardian on the Final Stakeholder List:
 - 1. The unchecked Parent or Guardian name shall be checked and noted on the Final Stakeholder List that it represents a multiple ballot received within same ballot envelope
 - b. The multiple ballots will be noted on the face of the ballot stating they each represent a multiple ballot received within the same ballot envelope
 - c. Return multiple ballots to the valid ballot stack
 - d. Place envelope in the valid envelope stack
 - e. Reconcile the ballot envelopes and the ballots to Section

5. Procedure for validating the ballots, counting the ballots and finalizing the election.

- A. Validation procedure
 - 1. Verify that no ballot has more than one check box marked for the same seat
 - a. Any ballot that has multiple check boxes marked for the same seat shall be stamped invalid, using the “invalid vote” stamp
 - b. Place invalid ballots in invalid ballot stack
 - c. Place valid ballots in a valid ballot stack
 - 2. The Commissioner will review the invalid ballot stack and certify the ballots are invalid
 - 3. The Commissioner will reconcile the ballots with Section
- B. Counting Procedure
 - 1. There will be three (3) teams of two (2) people each
 - 2. The Commissioner:
 - a. Will divide the valid ballots into three stacks: Stack A, Stack B, and Stack C noting the number of ballots in each stack and noting the total number of ballots to be counted.
 - b. Starting with Stack A, record in the lower left hand corner of the ballot in sequential order, a unique # of each ballot starting with #1. The last ballot in Stack C shall have the unique # representing the total number of ballots to be counted.
 - 3. Each team will receive three tally sheets (one for each stack)
 - 4. Using the “tally sheet” (defined as sheet with a list of the seats by Candidate) each voting team will:
 - a. One team member shall recite a vote and the other team member shall record a hash mark on the tally sheet next to the Candidate’s name of which there is a vote
 - b. When completed, the team shall tally the hash marks by Candidate and record the total vote for the tally sheet
 - c. The team shall retain the tally sheet
 - d. Simultaneously, the team will send the stack of ballots to the next team and the process will be repeated on a clean tally sheet
 - e. For a third time, simultaneously, the team will send the stack of ballots to the next team and the process will be repeated on a clean tally sheet
 - f. The Commissioner will count the ballots by stack and reconcile with the # of ballots distributed.
 - g. The Commissioner will collect the tally sheets, batch them by stacks and
 - 1. Highlight any discrepancies with a yellow highlighter

2. Assign the team counters to review discrepancies and to reconcile
 - h. The Commissioner will tally the reconciled tally sheet counts to determine a preliminary winner per seat (based on simple majority)
 - i. Each team will validate the Commissioner tally and either confirm or reconcile
 - j. The Commissioner upon completion of the reconciliation will announce the winners of each seat
- C. The Clerk of the Board shall take control of the stacks of:
1. Final Stakeholder List
 2. Ballots counted
 3. Verified ballot envelopes
 4. Nullified ballot envelopes
 5. Nullified ballots
 6. Invalid ballot envelopes, and
 7. Invalid ballots
- D. The Clerk of the Board shall take steps necessary to verify and authenticate the election results
- E. The Clerk of the Board will notify the winners of the Election before the results are posted
- F. The Clerk of the Board will post the Election Results on May 30, 2014 on the website and at the front entrance of the school.

6. Determination of tie vote

- A. In the case of a tie, as authenticated by the Clerk of the Board, the Board shall determine the next steps for filling the open seat

7. Contesting the Election results

- A. All envelopes, ballots and Final Stakeholder List shall be held in the custody of the Clerk of the Board for one (1) year following the announcement of the results
- B. The election recount process will be as follows:
1. The election may be contested by any Candidate within ten (10) days after the posting of the election results, by written request to the Chairman of the Board
 2. The recount process shall follow the identical counting procedures from above
 3. The cost of such recount shall be at the sole expense of the Candidate requesting the recount.

4. The recount shall be administered by the Clerk of the Board and shall be completed with the results reported to the Chairman of the Board within fifteen (15) days from the date of a request for recount.

If there is no recount request within ten (10) days after the posting of the election results, the election shall be deemed final and no further requests for recount will be considered.

APPENDIX E **CURRENT BOARD MEMBERS/RESUMES**

Board Member	Office	Term	E-mail	Phone
Bruce Dukelow	Secretary	07/14- 07/16	michst8@cableone.net	938-8006
Roy Ledesma	Member	07/12- 07/15	roy.ledesma@gmail.com	286-4261
Bill Russell	Vice- Chair	07/14- 07/16	wjrussell@nnu.edu	939-9604
Dan Hullinger	Member	07/13- 07/15	dan.hullinger@yahoo.com	869-5756
James Miller	Chairman	07/13- 07/15	millerjc@cableone.net	863-6801
Chris Tiel	Treasurer	07/13- 07/15	bugleme3@cableone.net	453-2050
<i>Vacant</i>	Seat 7			

James Craig Miller

1002 N Wind Weaver Place Eagle, Idaho 83616 (208) 863-6801 millerjc@cableone.net

SUMMARY:

Accomplished and proven electric utility engineering, operations and administrative executive. Key strengths and abilities are assessing strategic positions, processes and people, then developing, communicating and executing strategies to improve efficiency and financial results. Visionary leader; exceptional communicator; respected in the board room; successful in negotiations; and effective at communicating corporate interests to stakeholders at all levels.

BACKGROUND:

I retired in September 2009 after working over 32 years for Idaho Power Company in a variety of positions within the areas of engineering, operations and marketing. I served as the senior executive over Delivery for 5 years, and 7 years as the senior executive over Power Supply.

Now I am the Owner/Manager of Miller Energy Consulting, LLC, a broad-based, energy related consulting firm specializing in electric generation and transmission resource development. My extensive knowledge and understanding of the electric utility industry, and my strengths in dealing with people provide me with the skills necessary to help companies doing business in the electric sector.

PROFESSIONAL EXPERIENCE:

October 2009 to
Present

Miller Energy Consulting, LLC
Owner/Manager

- Provide broad-based electric energy consulting services to a variety of renewable resource developers
- Help developers with regulatory requirements of Federal and State agencies and contractual requirements of electric utilities
- Provide guidance and assistance in obtaining interconnection and transmission services from electric utilities
- Assist in developing marketing plans and negotiating with utility purchasers for the output from generating resources

July 2004 to
August 2009

IDAHO POWER COMPANY
Senior Vice President, Power Supply

Key accomplishments:

- Developed innovative Integrated Resource Plans that balanced the preservation of existing resources, implementation of all cost-effective energy efficiency measures, development of new alternative renewable resources, and development of new traditional resources
- Successfully relicensed six hydro-electric projects along the Snake River, and was very close to obtaining a new license for Idaho Power's largest hydro project, the 1170 MW Hells Canyon Complex along the Idaho-Oregon border
- Investigated application of new resource technologies, including anaerobic digesters, thermal solar, solar PV, and in-stream hydro generation to complement Idaho Power's more traditional resources

September 1999 to
July 2004

IDAHO POWER COMPANY
Senior Vice President, Delivery

Key accomplishments:

- Improved reliability and reduced costs through efficient operation, maintenance, engineering and construction of Idaho Power's electric transmission and distribution networks
- Instituted plans to provide exemplary customer care, including the development of a centralized Customer Call Center and Outage Management System
- Implemented more efficient customer metering and billing systems, including the development of a pilot Automated Metering System which will be expanded to include all customers
- Expanded energy efficiency and demand-side management programs for residential, commercial and industrial customers

July 1997 to
September 1999

IDAHO POWER COMPANY
Vice President, Generation

January 1977 to
July 1997

IDAHO POWER COMPANY
Various management positions, including:

- General Manager of Transmission
- Manager of System Operations
- Manager of Wholesale Marketing

EDUCATION:

1976 - University of Idaho, Moscow, Idaho
B.S. Electrical Engineering
1999 - Harvard Business School, Cambridge, Massachusetts
Advanced Management Program

OTHER TRAINING:

Malandro - 100% Accountability, 2006
Boise State University, Center for Management Development - Micro-MBA Program, 1995
Harvard Business School - Program on Negotiations, 1993
University of Idaho - Public Utilities Executives' Course, 1991

OTHER AFFILIATIONS WHILE AT IDAHO POWER:

Pacific Northwest Utilities Conference Committee – Past Director, Board of Directors; past Chairman (2004-05)
Edison Electric Institute – Energy Supply Executive Advisory Committee; Carbon Task Force
Western Electricity Coordinating Council – Past Director, Board of Directors; past member of the Governance and Nominating Committee (2004-07)
National Hydropower Association – Past Director, Board of Directors (2005-07)
Western Energy Institute – Past Director, Board of Directors

COMMUNITY ACTIVITIES:

University of Idaho – College of Engineering Advisory Board; past Chairman
American Heart Association – Past Chair, Board of Directors; Chair, 2007 Heart Walk; Chair, 2008 Heart Gala
American Heart Association – Past member of the Pacific/Mountain Affiliate Finance & Operations Committee
Caring Foundation for Kids – Director, Board of Directors
Boise Metro Chamber of Commerce – Past Director, Board of Directors (2001-07)
Boise Economic Development Council – Past Director, Board of Directors (2004-07)

October 9, 2014



Northwest Nazarene University

Extended Statement of Qualification and Experience

William J. Russell

Executive Director for Community Relations
General Counsel
Northwest Nazarene University

Boise Center:

CW Moore Plaza, Suite 150
250 South 5th Street
Boise, Idaho 83701

Nampa Campus:

623 Holly Street
Nampa, Idaho 83686

Home:

1899 East Stafford St.
Eagle, Idaho 83616

Contact:

(208) 939-9604 (Home phone)
(208) 467-8784 (Work Phone)
(208) 794-9783 (Cell Phone)
wj russell@nnu.edu

Educational Background and Other Credentials

Degrees Earned

University of Kansas, B.A. (1973) Major in Speech Communication, Minor in English;

Student Senate Finance Committee; Intercollegiate Debate; President of University of Kansas Forensic Team (1971-1973); Third Place Team National Collegiate Debate Championship (1973); Third Place Individual Speaker National Collegiate Debate Championship (1973); Fifth Place Team National Collegiate Debate Championship (1972); Eighth Place Individual Speaker National Collegiate Debate Championships (1972); Guest Lectures at United States Army Staff Command College at Fort Leavenworth, Kansas; Residence Counselor and Forensics Teacher at Midwestern Forensic Camp, (Summers 1971, 1972, 1973); Research Assistant to Prof. Sara Kiesler.

University of Denver, J.D. (1975)

Rocky Mountain Regional Champion Moot Court Team; Research Assistant to Prof. Timothy Walker & Prof. Jonathon Reese; one semester of study at the University of Exeter, Exeter, UK, under direction of William & Mary University Law School; American College of Trial Lawyers Louis F. Powell II Award for Excellence in Advocacy; American Jurisprudence Book Award for Wills and Estates.

Regis University, MBA (2004). Graduated with Honors.

Other Credentials

District Minister's License, Intermountain District, Church of the Nazarene

License to Practice Law, State of Idaho

Currently in "Inactive" Status; Inactive status retains license but requires 30 hours of continuing legal education to return license to Active status. I maintain current CLE hours so that the license could be reactivated quickly if needed.

Admitted to Practice Law before the Bar of the Courts of the State of Idaho

Not operative until conversion of License to Active Status.

Admitted to Practice Law before the Bar of the United States District Court for the State of Idaho

Not operative until conversion of License to Active Status.

Admitted to Practice Law before the Bar of Ninth Circuit of the United States Court of Appeals

Not operative until conversion of License to Active Status.

Colorado State University, College of Business, Business Ethics Certificate (2002).

Intermountain District Church of the Nazarene Ministerial Studies Program

Asbury Theological Seminary: Graduate Certificate of Christian Studies.

Current—Completed 29 of 32 Credit Hours. Credits applicable towards Master-level degrees

Northwest Nazarene University, Church of the Nazarene Ministerial Course of Study, Various courses taken in pursuit of Ordination

Various and numerous continuing education courses and seminars (1977 to 2009)

Subjects include banking regulation, insurance, business and environmental law, business planning, litigation, marketing techniques, software proficiency, financial and accounting subjects, GAAP issues, ACBSP Accreditation Review, Baldrige Process, business ethics, legal ethics, strategic planning and others.

Personal

Married: Nancy Elaine Russell (married 28 years) (NNC Class 1975)

Children: Kate Elizabeth (Russell) Stark (25 years old) (NNU Alumnus)
Lynn Erin Russell (21 years old) (Seattle Pacific University Junior)

Grandchild: David Andrew Stark (1 year)

Born: January 12, 1951, Omaha, Nebraska

Football Team: University of Nebraska (Boise State a close second)

Basketball Team: University of Kansas (There is no second, close or otherwise)

Hobbies: Writing, Reading

Completed Novel: Let Fly Thy Arrow (Available on Amazon Kindle)

Completed Novel: Charon Rages (Unpublished)

Reading List since 2004 set forth hereinbelow

Professional Experience

Employment

2002-Present Northwest Nazarene University, Professor of Business Law (2002-present), School of Business. Executive Director for Community Relations (2010 to Present); Associate Dean of the School of Business (for Strategic Development), Assistant to the President, (2007 to 2010); Director MBA Program (2004-2007) Detail set forth herein.

2009-Present Trinity Consulting, Inc., President, Member Board of Directors.

Privately held company specializing in consulting services for educational, non-profit and other enterprises relating to sustainability, capacity building, advancement and management issues.

1996 to 2002 Dispute Resolution Management, Inc., CEO, owner, Chairman of the Board and founder.

Privately held company specializing in representation of a list of international corporate clients in management of complex insurance claim negotiations and settlement and other dispute matters. Responsible for executive supervision of business affairs for company with six domestic offices and one office in London, 20+ employees. Typical client engagements were comprised of a proprietary and comprehensive strategic approach to settlement of business disputes which I conceived and developed; approach included enterprise liability and risk assessment, claim documentation, long-tail insurance coverage archaeology and reconstruction, claim presentation development, settlement targeting, negotiation strategy and conduct of negotiations and settlement documentation. Client list includes the following:¹ Alaska Gold Company, Alta Gold Company, Archer Daniels Midland, Bay State Gas Company, Birmingham Steel, Boise Cascade, Bunker Limited Partnership, Bunker Hill and Sullivan Mining, Central Hudson Gas & Electric, Copper Range Company, Coeur d'Alene Mines, Denver Public Schools, Fina Oil and Chemical, Frontier Oil Company, GATX Corporation, General Mills, GNB Technologies Inc., Gould Electronics Inc., Gulf Resources & Chemical, Hecla Mining Company, Helena Chemical Company, Henry Vogt Machine Co., Hunt Oil Company, ISPAT Inland Inc., J.R. Simplot Company, Kennecott Corporation, Kinder Morgan, Inc., LG&E Energy Corp., Lockheed Martin, Louisiana-Pacific, Mack Trucks, Inc., MAPCO Inc., McCarty's Superfund Site PRP Group, McWane, Inc., Mueller Europe Ltd., Mueller Europe S.A. , Mueller Industries, Inc., Newmont Mining, NL Industries, Inc., Northern Utilities, Inc., Northwest Pipeline, Pegasus Gold Inc., The Pillsbury Company, The Pyrites Company, Inc., The Scotts Company, South Boulevard Properties, Inc., Sunshine Mining and Refining, Texas Gas Transmission, Transcontinental Gas Pipe Line, The University of Texas System, U.S. Borax, Inc., U.S. Department of Energy, U.S.S. Lead Company, Valley Nitrogen Company, Velsicol Chemical Company, Vulcan Materials

Company, Wainoco Oil Corporation, Weyerhaeuser Company, The Williams Companies, Inc, Wilmington Iron and Metal Co., Inc, Husky Energy Inc. (Canada), Inmet Mining Corporation (Canada), Nexen Inc. (Canada), Tonolli Canada Ltd. (Canada), Lindsey Oil Refinery (U. K.), Miracle Garden Care (U. K.), PetroFina S.A, (Belgium), Raffineria di Roma (Italy), Sigma Coatings (Netherlands). (Company profile available at www.drmworld.com.) As noted below in the Scholarship section, each case represents a real instance of refereed scholarship accomplished before I came to NNU. Over \$700 Million was transferred from insurance companies to my clients by virtue of the process that I developed and the application of the process to individual cases. In last year of my involvement as CEO, the company employed 22 persons, grossed \$8.5 Million with an EBIT margin >70%.

- 1995 to 1996 KPMG Peat Marwick LLP, Director, Alternative Dispute Resolution Management Section of Environmental Practice Unit, Washington, D.C. and Denver, Colorado.
- Division of Big Six Accounting firm specializing in representation of corporate clients in management of complex insurance claim negotiations and settlement and other dispute matters. Responsible for all management, business and client service aspects of KPMG sector producing approximately \$1 Million in gross revenue per year. Responsible for employee training. KPMG Alternative Dispute Resolution Management ("ADRM") section is the predecessor to Dispute Resolution Management.
- 1994 to 1995 President, owner and member Board of Directors, Atlantic Environmental Consulting, Washington, D.C.
- Private company representing corporate clients in management of complex insurance claim negotiations, settlement and other dispute matters. Predecessor to the ADRM Section of KPMG.
- 1992 to 1994 Vice President and General Counsel, Pintlar Corporation (formerly Bunker Hill Mining Company), Kellogg Idaho, and Gulf Resources & Chemical Corp., Washington, D.C. NYSE public corporation; positions held concurrently and serially at subsidiary (Bunker Hill) and parent (Gulf) levels.
- Responsible for counsel to the CEO and Board of Directors, and participation in decision-making, regarding corporate formalities, business transactions, NYSE relations, SEC matters, personnel matters, internal investigations, litigation, insurance, and environmental matters. Created, planned and implemented new corporate subsidiary specializing in delivery of environmental and insurance consulting services. Negotiated corporate reorganization and resulting Chapter 11 bankruptcy issues.
- 1977 to 1991 Attorney (Private Practice), Partner, Elam, Burke & Boyd, Boise, Idaho.
- Practice focus in commercial litigation, insurance, and environmental law, with additional experience areas in business transactions, urban redevelopment, banking law, bankruptcy and employment law. Representative clients include State Farm Insurance Company, Farmers Insurance Company, United Cable Television, AT&T, Mountain Bell, Certain Syndicates at Lloyd's of London, First Interstate Bank, L.S. Leasing Company, Continental

Insurance Company, Boise Redevelopment Agency (now Capital Cities Development Corporation), Gulf Resources & Chemical Company, Sunshine Mining Company, Superior Mining Company, Cyprus Mining Company, Sun Valley Company, and Beker Industries. Member of the Marketing Committee and responsible for design and implementation of tenant improvement projects on premises. Appearances before various District Courts of the State of Idaho, the United States District Court for the District of Idaho, the Idaho Supreme Court, and the United States Court of Appeals for the Ninth Circuit. I received a BV peer rating by peers in the Idaho Bar through the Martindale Hubbell process before I reached age 30, and left the practice before becoming eligible for the only remaining higher rating. During this time I also served on the Idaho State Bar Character and Fitness Committee.

1976 to 1977 Law Clerk, Chief Justice Joseph McFadden, Idaho Supreme Court.

Assist Chief Justice: preparation of judicial memorandum, pre-hearing memorandum, draft judicial opinions. The opinions in the following cases represent my work as published by Chief Justice Joseph McFadden with no or minimal alternation: Frost v. Hofmeister, 97 Idaho 757, 554 P.2d 935 (1976)(Contract case); Lipe v. Javelin Tire Company (Contract case), 97 Idaho 805, 554 P.2d 1302 (1976) (Contracts case); State v. Coffee, 97 Idaho 905, 556 P.2d 1185 (1976)(relationship between Tribal rights to aboriginal hunting practices and state Fish and Game regulation); Agricultural Products v. Utah Power and Light, 98 Idaho 23, 557 P.2d 617 (1976) (Public Utilities Regulation, enforceability of unregulated contract); Whitworth v. Kruger, 98 Idaho 65, 558 P.2d 1026 (Specially concurring opinion by McFadden, C.J. 1976)(Civil Procedure case); Poesy v. Bunny, 98 Idaho 258, 561 P.2d 1069 (1977)(Child custody case); Reynolds v. Keene, 98 Idaho 108, 558 P.2d 1069 (1977)(Contract case); Campbell v. Campbell, 98 Idaho 350, 563 P.2d 995 (1977)(Domestic Property Settlement Case); State v. Maxfield, 98 Idaho 356,, 564 P.2d 968 (1977)(Propriety of Criminal prosecution of practitioner of naturopathic medicine); Sloviaczek v. Estate of Puckett, 98 Idaho 371, 565 P.2d 564 (Dissenting Opinion by McFadden, C.J., 1977)(Insurance coverage case: right to stacking of overlapping insurance policies); O Bray v. Mitchell, 98 Idaho 533, 567 P.2d 1284 (1977)(Construction contract case).

1976 Law Clerk, Hon. W.E. Smith, Fourth Judicial District Court, Ada County, Idaho.

Assist Judge: legal research, preparation of judicial memorandum, draft opinions and orders, and other counsel as requested.

Other Professional Experience

2003-Present Deciding Official, Human Resources Department, J.R. Simplot Company.

Final appellate officer rendering decision with regard to human resource/personnel matters in 7 cases to date. (See details in Scholarship hereinbelow.)

2002-Present Member, Board of Directors, Frank Church Institute at Boise State University, Chairperson, Finance Committee

2004-2009 Member, Advisory Board, ITT Technical Institute School of Business (ITT discontinuing such business programs effective 2009)

2004-Present	Doctorally Qualified to Teach Law, Ethics, Management, Association of Collegiate Business Schools and Programs
2005-Present	<p>Member, Board of Directors, Boise Metro Chamber of Commerce; Vice Chairperson for Strategic Planning; Member, Executive Committee; Member, Office of the Chair Interim Management Team.</p> <p>Responsible for member reports regarding Washington Leadership Tour, Tucson Intercity Leadership Tour; Responsible for member reports regarding Strategic Planning; Interview Team for new Chamber President. (See details in Administration and Service, Community hereinbelow.)</p>
2005-Present	<p>Adjunct Faculty, Kazak-American Free University, Ustkamenogorsk, Kazakhstan. Teach Ethics, Management and Law in graduate programs.</p> <p>Consulting regarding accreditation and program design and implementation for MBA and PhD programs. (See details in Teaching and Scholarship, hereinbelow.)</p>
2005-Present	Member, Board of Directors, Valley Shepherd Church of the Nazarene.
2006-2009	Sunday School Superintendent, Valley Shepherd Church of the Nazarene.
2005-Present	Qualified Accreditation Reviewer, Association of Collegiate Business Schools and Programs; Qualified Accreditation Review Trainer.
2005-2010	Sam Walton Fellow, Students in Free Enterprise (NNU Chapter)
2005-Present	<p>Member, Board of Directors, Hands of Hope.</p> <p>Non-profit with mission of shipping cast-off medical equipment from local medical institutions to overseas clinics or hospitals in need of such equipment. Directed Strategic Planning effort.</p>
2006	<p>366th Fighter Wing (The Gunfighters), United States Air Force, Mountain Home Air Force Base, Civic Leaders Tour participant.</p> <p>Travel on Air Force transport to air bases in New Mexico and Nevada; observed airborne refueling of F-15A fleet from rear (refueling) pod of Tanker.</p>
2006-2007	<p>Honorary Commander, 366th Fighter Wing (The Gunfighters) Maintenance Group, United States Air Force, Mountain Home Air Force Base, Idaho.</p> <p>Periodic educational visits to various service Groups of the 366th Fighter Wing.</p>
2009-Present	Honorary Commander Alumni Group, 366 th Fighter Wing (The Gunfighters), United States Air Force, Mountain Home Air Force Base, Steering Committee

- 2007-Present Member, Board of Directors, Northwest Real Estate Capital Corporation (Non-Profit Housing Finance Corporation).
- 2009-Present Member, Board of Directors, Idaho Fallen Firefighter's Foundation
- 2009-Present Member, Board of Directors, Idaho Council for Economics Education
- 2009-Present Member, Advisory Council, Concordia School of Law; member Curriculum, CLE and Faculty Subcommittee
- 2010-Present Member, Idaho Business Council on Excellence in Education

Teaching, Advising, and Administration

Teaching Assignments

I have taught the following courses at Northwest Nazarene University

- Business Law I (Upperclass Undergraduate, 3 Credit hours, Required, average enrollment 38)
- Business Law II (Upperclass Undergraduate, 3 Credit hours, Elective, Required for Accounting Majors, average enrollment 25)
- Management Law (MBA, 3 Credit hours, Required, average enrollment 15)
- Business Ethics (Upperclass Undergraduate, 3 Credit hours, Required, average enrollment 38)
- Management Ethics (MBA, 3 Credit hours, Required, average enrollment 15)
- Employment and Human Resource Law (MBA, 3 Credit hours, Required, average enrollment 15)
- Freshman Seminar (Freshman Undergraduate, 1 Credit hour, Required, average enrollment 15)
- Cornerstone: Ways of Knowing (Freshman Undergraduate, 3 Credit hours, Required, average enrollment 15)
- Special Topics in Non-Profit Fundraising (MBA, 3 Credit hours, one-time offering to create fund-raising plan for 2009 World Winter Games of the Special Olympics, Elective, Enrollment 8)
- Ethics and Law in Church Administration (MBA, 3 Credit hours, offered in Church Administration cohort, Online to International group, Required, Enrollment 12)
- Sales Management (Fall 2009) (Upperclass Undergraduate, 3 Credit hours, Elective, enrollment 12)
- Managing in a Global Economy (Spring 2010) (Upperclass Undergraduate, 3 Credit hours, Elective, enrollment 16)
- Entrepreneurship (Fall 2010) (Upperclass Undergraduate, 3 Credit hours, Elective, enrollment unknown)

Chris H. Tiel

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Email

Education

University of Idaho, Moscow Idaho
Specialist Degree in Educational Administration 1994

Boise State University, Boise Idaho
Idaho State University, Pocatello Idaho
University of Idaho, Moscow Idaho
Courses to enrich and expand professional knowledge 1974-1994

Michigan State University, East Lansing Michigan
M.A. Industrial Education 1968-1971

Michigan State University
B.S. Industrial Arts 1966-1967
Industrial Arts Major, Physical Science Minor

Olivet Nazarene College, Kankakee Illinois 1965-1966

Michigan State University, East Lansing Michigan 1962-1965

Reed City High School, Reed City Michigan 1958-1962

Degrees, Certificates and Recognition

Specialist Degree, Educational Administration, University of Idaho 1994

Certified to teach Industrial Technology, Idaho Secondary Schools 1993

Idaho Industrial Education Teacher of the Year 1977
Selected by the Idaho Industrial Education Association

Idaho Teaching Certificate, Secondary Education 1971
Industrial Education, Math, and Science

M.A. Industrial Education with an emphasis in curriculum development June 1971

Michigan Teaching Certificate, Secondary Education 1967
Industrial Education, Math, and Science

B.S Michigan State University March 1967
Industrial Arts (major)
Physical Science, Math, and Chemistry (minor)

Professional Experience Overview

Teaching Experiences

Fall 1973-Summer 1994

Industrial Arts/Technology Instructor, West Junior High, Nampa Idaho

Fall 1971-Summer 1973

Industrial Arts Instructor, West Junior High, Boise Idaho

Fall 1976-Summer 1971

Industrial Arts Wood and Math Teacher, Pattengill Junior High, Lansing Michigan

Administrative Experiences

2010-2013 School Board Trustee, North Star Charter School, Eagle Idaho

1998-2004

Principal of Ridgecrest Alternative High School, Nampa Idaho

1995-1998

Assistant Principal at Skyview High School, Nampa Idaho

1994-1995

Assistant Principal at South Middle School, Nampa Idaho

1991-1994

West Junior High Technology Advisory Committee Facilitator

1980-1994

Department Chairman, Industrial Arts/Technology

Secondary Curriculum Committee and Executive Committee

Nampa School District #131

1979-1980

Superintendent of Production, Fiberstrong, Inc. Caldwell Idaho

1974-1979

Coordinator of Industrial Arts Department and Secondary Curriculum Committee, Nampa School District #131

1977-1979

Author and Co-director of Title IV.C.P.L. 93-380 funded project titled, "Home Maintenance and Repair".

Related Educational Experience

- Authored grant for Industrial Technology for West Junior High funded through the State Division of Vocational Education (1991).
- Member of Accreditation Evaluation teams for Jefferson Junior High, Caldwell Idaho (1977) and Meridian Middle School, Meridian Idaho (1980).
- Member of Nampa Secondary curriculum Committee 1974-1994
 - 1974-75 Vice Chairman
 - 1975-1977 Chairman
 - 1987-1989 Chairman
 - Chair, Elective Needs Assessment sub-committee
 - Chair, District Graduation Credit Requirement sub-committee
 - Shared Decision Making sub-committee
- Summer Migrant Teenage Program, Teaching Industrial Arts 1974-1983
- Co-chairman of the Idaho Industrial Education Spring Exhibit. 1977
Initiated the design for the Idaho Industrial Education Association logo and produced a large redwood sign of this logo.

Other Employment Experiences

- Custom cabinet maker for three summers at Nampa Custom Cabinets
- Car salesman for Tom Scott Motors (summers 1985-1987)
- Business Manager for Tom Scott Motors (Summer 1990)
- Car Salesman for Tom Scott Toyota (2005-2008)

Professional Organizations

- Idaho Industrial Technology Association
- Treasure Valley Industrial Technology Association
- National Education Association
- Idaho Education Association
- Nampa Education Association

References

A list of references is available upon request.

Bruce Dukelow

1516 E. Feather View Dr, Eagle, ID 83616

208-938-8006

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Objective	A challenging position that utilizes my skills to maximize my career potential while bringing success to my employer.
Experience	<p><u>Product Manager, HWT Packaging</u> September 2000-present, Boise, Inc, Nampa, ID</p> <ul style="list-style-type: none">▪ Responsible for development and implementation of strategic plan for the Heavyweight Packaging product line. Includes: tactical plans, performance measurements (financial and sales volume), new business development, product development, cost improvements, market analysis and customer relationships. <p><u>Business Development Manager</u> January 2000-September 2000 HB Fuller Company, Vancouver, WA</p> <ul style="list-style-type: none">▪ Responsible for identifying and developing new business for all product lines within the Sesame Tape division. Included: tactical plans, customer development and closure, financial measurements. <p><u>Business Development Manager</u> September 1995-January 2000 Graphic Packaging Corp., Portland, OR</p> <ul style="list-style-type: none">▪ Responsible for developing new business for the flexible poly/paper products. Included: strategic planning, tactical plans, market analysis, new product development. <p><u>Packaging Manager</u> April 1987-September 1995, JR Simplot Co, Boise, ID</p> <ul style="list-style-type: none">▪ Variety of responsibilities over the employment term. Included: packaging design, procurement, cost savings, strategic planning for Purchasing/Packaging department and contracts. Also, served in the Marketing Department for 2 years as a Product Manager for Foodservice potato products.
Education	<p><u>Michigan State University, E. Lansing, MI</u></p> <ul style="list-style-type: none">▪ September 1981-May 1986▪ B.S. Packaging <p><u>Boise State University, Boise, ID</u></p> <ul style="list-style-type: none">▪ September 1989-May 1995▪ M.B.A.
Interests	Family activities, golf, reading, stamp collecting
Volunteer Experience	Homeowners Association Board Member(served as President for one year); Youth League Coaching/refereeing(6 years); Eagle Food Bank; Church activities
References	References are available on request.

October 9, 2014

Dan Hullinger, PMP

2273 W. Forest Grove Ct.

Eagle, ID 83616

208-869-5756

dan.hullinger@yahoo.com

Summary

Information Technology Consultant skilled at directing information technology programs and projects of all sizes and levels of complexity. Outstanding record of architecting and delivering high quality IT solutions to solve a wide variety of business issues utilizing practiced problem-solving skills, people management, communication, budgets, planning and coordination. Expertise working with all managerial levels, personnel from a mixture of functional disciplines, geographically dispersed and culturally diverse teams in order to produce relevant processes and solutions utilizing a wide array of technologies.

Employment History

Independent Consulting Work

2007 – Present

IT Consultant to the State Department of Education, Project Manager and Consultant, Boise, ID 2009 - Present
Responsible for formulating and implementing numerous applications and tools at SDE for use by various educational entities throughout Idaho. Accountable for much of the operations management of SDE IT organization. Major accomplishments include major contributions in the attainment of 8 of the 10 Essential Elements of the Data Quality Campaign for Idaho. In one year Idaho moved from having 2 of the Essential Elements to completing the requirements for all 10.

Project Manager/CIO

New systems analysis, architecture and development along with strategic and tactical planning for startup companies for which I am under NDAs. The companies were primarily focused on manufacturing and distribution of food product and another with education resources for students.

Tek Systems

2006 – 2007

Consultant to SUPERVALU Technical Operations, Project Manager and Consultant

Responsible for the implementation of multiple Enterprise Resource Planning tools, the development of the associated processes, creation and dissemination of documentation, and training of the appropriate personnel across the SUPERVALU enterprise. The projects required a high level of negotiation, collaboration, communication, and coordination due to the complexity and sensitivity of the solutions, the large number of employees involved in the decision making process, and continued business continuity dependencies on successful deployments.

Hewlett-Packard Company

1988 – 2006

HP Core Customer Reference, Technical Analyst functioning as IT Program Mgr, Boise, ID 2003–2006

Managed a portfolio of applications that rationalize and organize worldwide HP customer, supplier and partner data in order to create hierarchies, assign an HP-wide identification number, and add enhancement data. This information is utilized across functional entities within HP.

- Re-architected the core suite of applications to provide key services to worldwide HP entities savings over \$3.5 million annually and increasing the accuracy of customer data.
- Architected and implemented a new hardware installation to support the suite of applications resulting in impressive increases in stability, performance, and capacity.

HP Passport, Technical Analyst functioning as IT Program Manager, Roseville, CA 2000-2003

Responsible for the hp.com logon process. Salvaged this failing project by overhauling the development team, clarifying the requirements, resetting expectations, working closely with beta user groups and establishing relationships with prospective entities.

Workforce Productivity Team, IT Staff functioning as Internal IT Consultant, Roseville, CA 1994-2000

Consulted with HP entities worldwide in order to resolve business needs. For example:

- Created the system which controls all media and scheduling in the HP Executive Briefing Center in Cupertino, CA.
- Created an application for the HP Board of Director that was used for confidential planning, collaboration, notification and workflow.

Other HP Positions:

- HP Corporate Financial Planning and Reporting, Financial Analyst, Cupertino, CA 1992-1994
- Computer Systems Organization Finance, Financial Analyst, Cupertino, CA 1990-1992
- Advanced Manufacturing Systems Organization, Accountant, Sunnyvale, CA 1988-1990

Education

Bachelor of Science, Financial Planning and Counseling, Brigham Young University, Provo UT

Other Languages

Spanish

Additional Credentials, Honors and Volunteer Positions

Project Management Professional (PMP), Project Management Institute

Winner of the DM Review 2005 World Class Solutions Award

Optimist Club Youth Football Sportsmanship Coach of the Year (2007)

North Star Charter School Board Trustee (2010)

October 9, 2014

ROY R. LEDESMA
4265 W. Briar Rock Court
Eagle, Idaho 83616
(208) 286-4261

Objective: To protect the stakeholders interest using my experiences as a Naval Officer, college and high school instructor, and Program Director of a non-profit organization. Additionally, to enable the organization to effectively and successfully achieve its mission.

HIGHLIGHTS OF QUALIFICATIONS

- Currently, I lead an organization of 109 staff and volunteers focused on preparing severely wounded, injured, or ill veterans for positions of civic, business or government leadership, fostering a spirit of service to other wounded warriors throughout the nation
- Raised over \$500K in 8 months to support the Wyakin Warrior Foundation
- Labeled "Best in Class" by the USO for our comprehensive and "high touch" mentorship program
- Developed North Star Charter School's IB Math program.
- Head varsity boys' basketball coach at North Star Charter School (2008-2011)
- Developed and taught the AP Calculus course at the Indian Creek Upper School in Maryland.
- Taught Calculus I, II, and III covering differential and integral calculus of several real variables, infinite series, and vector analysis at the United States Naval Academy.
- Led a team of 64 officers and enlisted personnel through the aftermath of the terrorist attacks at the World Trade Center and the Pentagon. My watch team maintained the safety and security of the command around-the-clock. We ensured critical message traffic and key information was quickly distributed to the decision makers at the Operations Center, enabling the command to be prepared to handle all situations.
- Managed a \$5M annual budget to maintain satellite receiver processors for 28 US Navy ships and 18 shore sites.

WORK EXPERIENCE

2011-Present	Program Director, Wyakin Warrior Foundation, Boise, Idaho
2008-2012	Mathematics Teacher, North Star Charter School, Eagle, Idaho
2007-2008	Mathematics Teacher, Indian Creek Upper School, Annapolis
2005-2007	Mathematics Master Instructor, United States Naval Academy, Annapolis
2004-2005	Program Manager, Naval Oceanographic Office, Stennis Space Center, MS
2002-2004	Executive Officer, Professional Development Center, Gulfport, MS
2000-2002	Program Manager, Space and Naval Warfare Systems Command, San Diego
1999-2000	Staff Oceanographer, Cruiser-Destroyer Group One, San Diego
1996-1999	Department Head, Naval Pacific Meteorology/Oceanography Center, San Diego
1994-1996	Forecaster, Naval European Meteorology and Oceanography Center, Spain
1991-1994	Graduate Student, Naval Postgraduate School, Monterey, CA
1987-1991	Division Officer, USS Waddell (DDG 24), San Diego

EDUCATION

Naval Postgraduate School Monterey, California	Master of Science, Meteorology and Physical Oceanography December 1993
United States Naval Academy Annapolis, Maryland	Bachelor of Science, Mathematics May 1987

PERSONAL STRENGTHS

- Reliable, dedicated, detail-oriented team player
- Professional integrity, strong moral courage, and honesty
- Passionate, energetic, and hard working

APPENDIX F

Ethical Standards

As a member of North Star Charter School (NSCS) Board of Directors, I will strive to support improvement of student achievement in education at NSCS, and to that end I will:

Attend all regularly scheduled Board meetings, insofar as possible, having read my packet of materials, ensuring I am informed about the issues to be considered at the meetings;

Recognize the Board, in compliance with Idaho's Open Meeting Law, as recited in Idaho Code §67-2345, only has authority to make decisions at official Board meetings;

Recognize the Board shall be responsible for the financial health of the school and will manage the funds responsibly and prudently and will prioritize spending with consideration given to the school's mission, vision and educational program goals;

Recognize the Board will participate in fundraising activities as deemed necessary and appropriate by the Board;

Recognize that Board members will make an effort to establish financial practices and reporting that result in accuracy and transparency;

Make all decisions based on the available facts and my independent judgment, and refuse to surrender my judgment to individuals or special interest groups;

Understand the Board makes decisions as a team. Individual Board members may not commit the Board to any action unless so authorized by official Board action;

Recognize Board decisions are made by a majority vote and the outcome should be supported by all Board members;

Acknowledge NSCS policy decisions are a primary function of the Board and should be made after full discussion at publicly held Board meetings, recognizing that authority to administer policy rests with the NSCS Administration ~~Head of School~~;

Be open, fair and honest, carry no hidden agendas, and respect the right of other Board members to have opinions and ideas which differ from mine;

Recognize the NSCS Administrators ~~Head of School is~~ are the Board's advisors and should be present at all meetings, except when the Board is considering the school Administrator's ~~Head of School's~~ evaluation, contract or salary;

Understand the chain of command policy, refer problems or complaints to the proper administrative office while refraining from communications that may create conditions of bias should a district concern ever rise to the attention of the Board as a hearings panel;

October 9, 2014

Keep abreast of important developments in educational trends, research and practices by individual study and through participation in programs providing such information;

Respect the right of the public to be informed about NSCS decisions and school operations;

Understand that I may be present and participate in Executive Session meetings which are not open to the public, and during the course of such Executive Session meetings, I will receive confidential information. I will not divulge any confidential information to anyone, including family and friends. I recognize, if I share any confidential information to anyone who is not a participant of the Executive Session meeting, it may be cause for immediate termination from the Board under the NSCS by laws;

Give staff the respect and consideration due skilled, professional employees and support the employment of those best qualified to serve as staff, while insisting on regular and impartial evaluations for all staff;

Present personal criticism of operations to the school Administrators ~~Head of School~~, not to staff or to a Board meeting;

Commitment to respect NSCS's whistleblower policy;

Put the interests of the school first and refuse to use my Board position for personal or family gain or prestige;

I will announce any conflicts of interest before Board action is taken; and

Remember always that my first and greatest concern must be the educational welfare of the students attending the NSCS.

Director ~~Trustee~~ Signature: _____ Date: _____

APPENDIX G

BOARD SELF ASSESSMENT

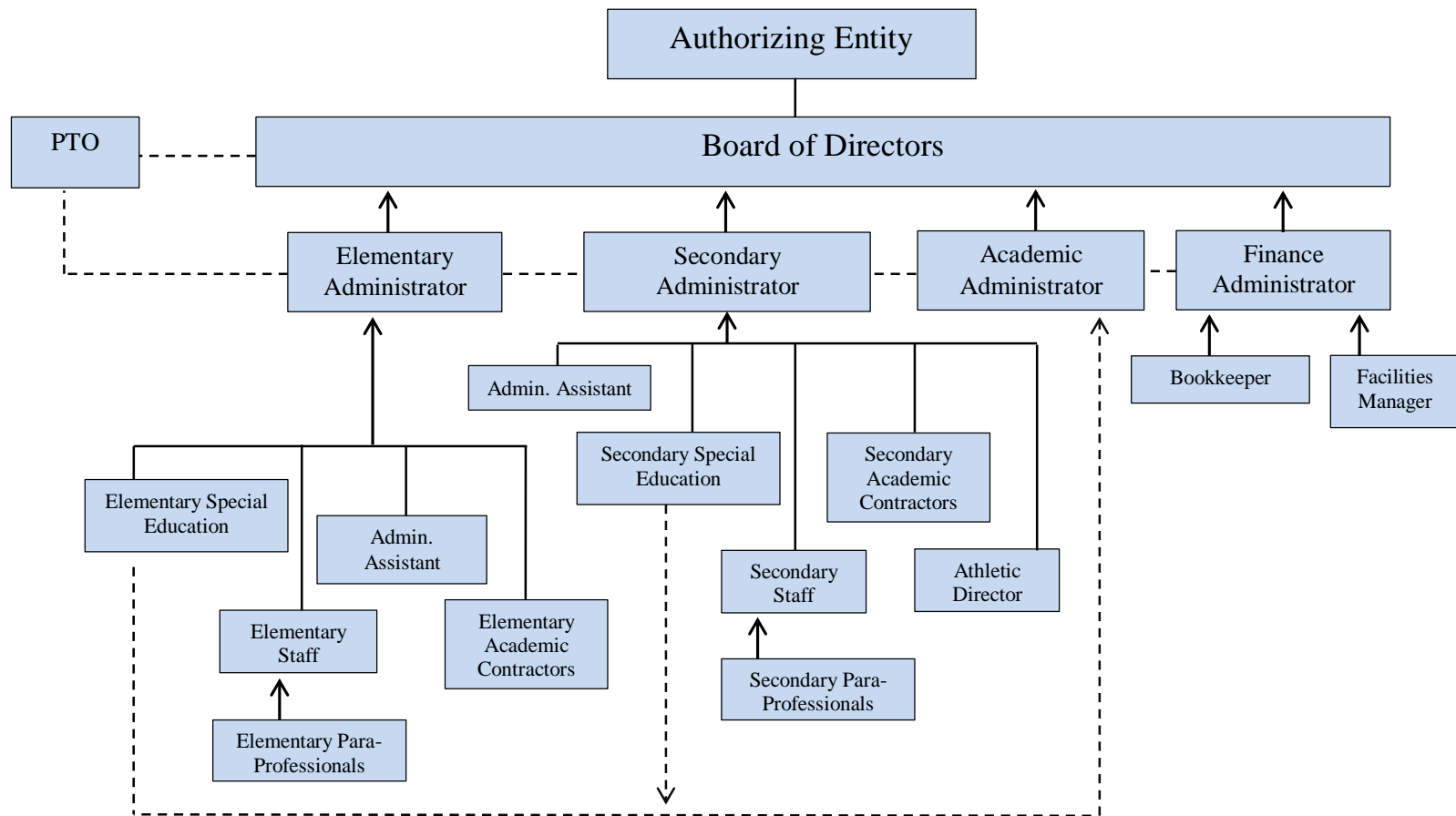
BOARD OF TRUSTEES SELF-ASSESSMENT			
THE BOARD MEMBER TEAM	Very Good	Satisfactory	Needs to Improve
1. Keeps the education and welfare of students as their primary concern.			
2. Is open and honest with each other, as well as administrators and is able to maintain an attitude of mutual trust and respect.			
3. Works to preserve the confidentiality of items discussed in executive session.			
4. Represents the interests of the entire district rather than a special interest group(s).			
5. Understands the need for compromise and is willing to support the majority decision.			
6. Encourages each other to work together as a team.			
7. Realizes that independent decisions or commitments on the board's behalf are improper.			
8. During meetings is polite, listens carefully and is respectful of each other, as well as school personnel.			
9. Comes to meetings prepared to focus on discussion issues and keeps comments relevant and brief.			
10. Does not use the office of Trustee for personal profit and/or advancement of patronage.			
11. Is concerned about achieving results rather than giving a good appearance.			
BOARD/SUPERINTENDENT RELATIONS	Very Good	Satisfactory	Needs to Improve
1. The board and superintendent work together in a spirit of mutual trust and respect.			
The board:			
A. Understands the distinction between the board's role and the function of the administration.			
B. Avoids interference with the superintendent's duties.			
C. Solicits input from the superintendent in the development of board policies.			
D. Gives direction to the superintendent rather than through individual staff members.			
2. The board and superintendent develop, in			

cooperation, long-and short-term goals, and a once or twice yearly process for evaluating the superintendent's progress and performance.			
3. A spirit of open discussion prevails so that board members do not feel alienated and are able to address potentially destructive issues.			
4. The board plans regular opportunities for open communication between the board and the superintendent.			
BOARD/STAFF RELATIONS	Very Good	Satisfactory	Needs to Improve
1. Appropriate personnel policies in the area of employment evaluation are reviewed and adopted by the board.			
2. The board encourages and offers opportunities for professional growth for all employees.			
3. Suggestions from staff for improvement of the school system are welcome.			
4. Staff accomplishments are recognized by the board.			
5. An appropriate study of staff attitudes are conducted on a regular basis.			
6. Board members avoid making excessive personal requests from staff.			
7. The board provides a safe and productive working environment.			
BOARD/COMMUNITY RELATIONS	Very Good	Satisfactory	Needs to Improve
1. The Board:			
A. Keeps the public informed through regular newsletters, reports, and contact with the media.			
B. Is aware of community attitudes and of special interest groups.			
C. Seeks community input prior to establishing district goals and objectives.			
D. Holds public hearings on important issues before taking final action.			
E. Encourages public attendance/input at board meetings and at school functions.			
F. Cooperates with parent or citizen groups.			
G. Allows adequate time for public participation at board meetings, but prevents a single individual or group from dominating discussion.			
H. Channels public complaints/concerns about the school district to the appropriate member of the staff.			
BOARD MEMBER ORIENTATION AND CONTINUING DEVELOPMENT	Very Good	Satisfactory	Needs to Improve
1. The district has a planned program to orient			

newly-elected board members:			
A. The nature of their duties and responsibilities.			
B. The nature of the duties and responsibilities of administrative personnel.			
C. The difference in responsibilities between the board and the administration.			
D. The educational relationship between the school district and the state: i.e. finances, transportation, etc.			
E. The roll of the teachers' union.			
F. The use of Parliamentary Procedure.			
2. The board keeps informed through:			
A. Professional publications and educational periodicals.			
B. Use of pertinent data, research and consulting services.			
C. Training opportunities such as conferences and workshops relevant to board responsibilities.			
D. Listening to educators, students, parents and community.			
PLANNING	Very Good	Satisfactory	Needs to Improve
1. Demographic information is current and provided to the board.			
2. The board:			
A. Establishes its own goals and objectives through a yearly review and evaluation process.			
B. Provides for a continuous process of strategic planning which focuses on student achievement and citizenship.			
C. Develops long- and short-term goals and objectives for the school district jointly with the superintendent and administrative team.			
D. Requires the superintendent to discuss progress on goals and objectives at designated intervals during the year.			
POLICY	Very Good	Satisfactory	Needs to Improve
1. The board:			
A. Maintains well-defined policies consistent with strategic goals of the district.			
B. Periodically reviews and updates policies according to an existing plan or system.			
C. Involves administrators, teachers, staff, students, parents and community members in the development or review of policy.			
D. Ensures that policies are current with mandates by			

governmental agencies and courts.			
E. Makes policy manuals available for district employees, students and the public.			
BUDGET/FINANCE	Very Good	Satisfactory	Needs to Improve
1. The annual budget:			
A. Reflects the strategic plan and supports the district's goals and objective for student achievement and citizenship.			
B. Demonstrates the results of an evaluation of existing programs.			
C. Considers both short and long range funding sources and expenditures.			
2. The board encourages input from staff, parents, students and community members throughout the budgeting process.			
3. Quarterly reports, depicting the district's financial status, including bills paid and other expenditures are presented in written form, clearly and concisely.			
4. Financial reports present clear and understandable data to the public.			
INSTRUCTIONAL PROGRAM	Very Good	Satisfactory	Needs to Improve
1. The board formulates educational goals based on the needs and values of the community.			
2. The board provides a quality educational program imposing high individual academic standards for <u>each</u> student.			
3. The board provides alternative instructional programs for the non-traditional student.			
4. The board provides appropriate courses-information for post high school careers/education.			
5. The board understands and follows the basic instructional program mandated by the legislature and the State Board of Education.			
6. The board reaches decisions affecting school programs on the basis of study of all available data and the superintendent's recommendations.			
7. Programs are evaluated on a timely basis and reported to the board.			
8. Student academic performance in the district, state and nation is presented regularly to the board.			
9. The board recognizes student accomplishments.			
10. The board promotes a positive, consistent approach to student discipline.			

APPENDIX H ORGANIZATION CHART



APPENDIX I

Teacher Evaluations

North Star Charter School 2013-2014 Teacher Evaluations

Dear North Star Teachers,

With the repeal of the [Student Come First Laws](#), Idaho no longer met the minimum requirements of the [Elementary and Secondary Education Act \(ESEA\) Waiver Application](#) as it pertains to evaluation. As a result, Idaho convened the [Evaluation Capacity Task Force](#) in 2012. With the passing of [House Bill 317](#) and the changes to [Idaho Administrative Code \(Idaho Administrative Procedures Act - IDAPA\) rules governing uniformity \(08.02.02.120\)](#) on teacher evaluation, the following described procedures will be in effect for the 2013 – 2014 school year.

Remaining consistent with previous years, North Star teachers will develop and submit Professional Growth Plans (Form H) in the Fall of 2013, and review (with administration) the Professional Development Summary (Form I) in the Spring of 2014.

In years previous, teachers were evaluated based on their contract category status. It is now different than what was in Idaho Code prior to Students Come First. Now, [principals must evaluate all teachers annually](#).

As in years previous, the direct, formal classroom observation will align to the [Charlotte Danielson Framework for Teaching](#) 2nd Edition domains and components of instruction. However, all 2013-2014, evaluations must indicate that 67% of the evaluation results are based on Professional Practice. Professional Practice refers to behaviors inherent in an educator's profession that can be observed or reviewed. For example Professional Practice within a teacher's evaluation could include:

- ☐ Classroom observations
- ☐ Professional Learning Plans
- ☐ Student and parent input
- ☐ Artifacts of teaching and learning
- ☐ Other professional responsibilities.

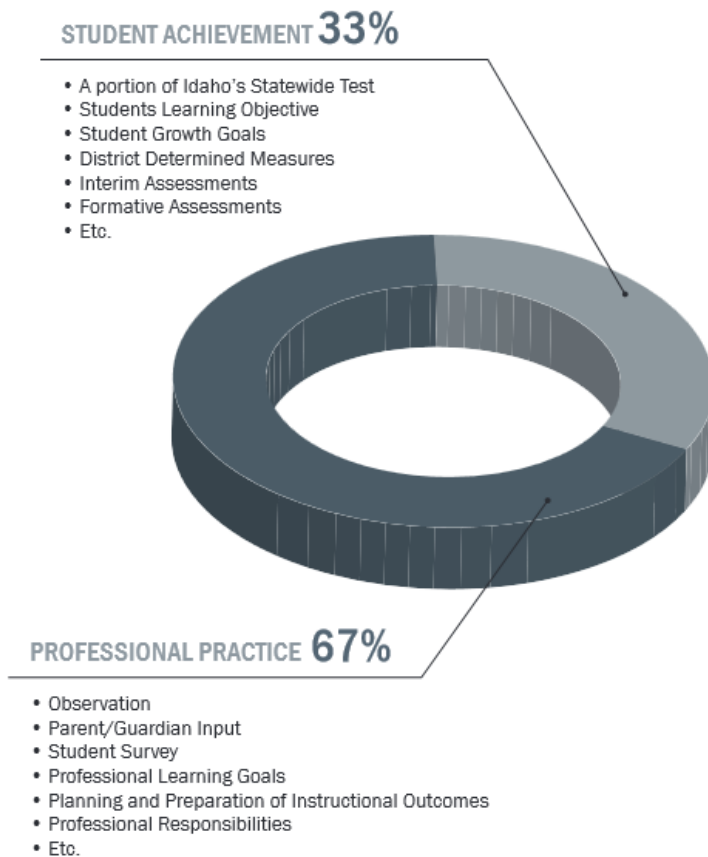
The measures within the Professional Practice portion of the evaluation shall include a minimum of 2 documented observations annually, with at least one observation being completed by January 1 of each year. The district evaluation model must include at least one of the following as a measure to inform the Professional Practice portion of the evaluation: (IDAPA 08.02.02.120.02)

1. Parent/guardian input
2. Student input
3. Portfolios

Additionally, at least 33% of the evaluation results are based on multiple objective measures of growth in student achievement. This portion of the evaluation may be calculated using current and/or past years data and may use one or multiple years of data. (IDAPA 08.02.02.120.03)

The Idaho State Department of Education indicates that student achievement or student growth could include:

- ☐ Statewide Summative Assessments (ISAT,SBAC)
- ☐ Unit pre - and post - assessments in specific subjects
- ☐ End - of - course assessments
- ☐ End - year assessments
- ☐ Learning specific to social emotional, behavioral, or skill development which can only be included if a teacher is responsible for student learning of these measures (Special Education - related educators)



In summary, one teacher evaluation (due May 1, 2013) will be made up of:

- ☐ 67% Professional Practice
 - o 2 Direct Observations (1 conducted before January 1)
- ☐ Charlotte Danielson Framework
 - o Parent Survey
- ☐ 33% Student Growth
 - o 2012 ISAT data
 - o Fall/Winter/Spring Benchmark Data
 - o Unit pre - and post - assessments in specific subjects
 - o End - of - course assessments
 - o End - year assessments

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o Learning specific to social emotional, behavioral, or skill development which can only be included if a teacher is responsible for student learning of these measures (Special Education - related educators)

Ryan Cantrell
Elementary Principal
North Star Charter School

Melissa Anderson
Secondary Principal
North Star Charter School

**North Star Charter School
Professional Goals Growth Plan**

Staff Member _____ Date _____

Subject _____

Goal and area of knowledge or skill you would like to strengthen:

Which domain components will be addressed?

What format and strategies will be used?

What indicators of progress will be used?

What resources will you need to achieve goal (s)?

Staff Member signature _____ Date _____

Administrator signature _____ Date _____

Starting date of plan _____

<u>Professional Growth Plan Element</u>	<u>Resources/Options</u>
What format will be used? Format should include:	Working with an administrator, with peers, independently; multidisciplinary, grade level teams, department teams, or a combination of approaches.
What is the goal of your Professional Growth Plan? Goals should include:	School goals that result in the continuous improvement of student learning.
Which domain components will be addressed? Goals should include:	Charlotte Danielson's " <u>A Framework for Teaching</u> "
What methods/strategies will be used? Methods/strategies could include:	Action research, coaching, videotaping, self-assessment, clinical supervision, mentoring, college courses, simulations, workshops, visitation days, conferences, classroom observations, teacher academics
What are the indicators of progress? Indicators of progress could include:	Student work portfolios, videotapes of classes, peer observation. Head of School observation, parent responses, student responses, statistical measures, performance assessment, reflective journal entries, case study analysis, professional portfolios, benchmarks.

**North Star Charter School
Professional Development Plan Summary**

Name _____ School Year: _____

Grade/Subject/Position: _____

To be completed and submitted as a yearly evaluation of your plan and as a part of your overall evaluation process.

1. Write a descriptive summary of the process you used.

2. How has this professional development plan improved your instruction and/or the achievement of your students?

3. How would you rate the overall value and success of the plan?

During this school year, if you have participated on school committees, engaged in field-related studies, workshops and other professional activities, please describe below:

Employee's Signature

Date

Administrator's Signature

Date of review

Conferencing Guidelines

Prior to any pre-observation conferences the teacher will:

- Choose the artifacts that he/she will collect for the first self-assessment -
 - Form A
- Complete self-assessment
 - Form C
- Complete pre-observation conference form
 - Form D
- Come to the pre-observation conference prepared to discuss these items with the evaluator.

Pre-Observation Conference

A pre-observation conference will be held between the appropriate administrator and the employee so that the evaluator may be apprised of the components the teacher would like the evaluator to focus on during the evaluation. The evaluator may comment on other components as well.

Teacher Post Observation Reflection (Form F)

This form is to be completed by the teacher following each formal observation period. The completed form is to be given to the evaluator at least 1 day prior to the scheduled post conference and is to be used to help focus the discussion at that conference.

Post-Observation Conference

A post-observation conference shall be held as soon as possible, but no later than ten (10) contract days after the formal observation, unless waived by both the teacher and the evaluator. Copies of the observation report (Forms E) shall be given to the certified employee either at the meeting or within 5 working days thereafter.

Evaluation Summary (Form G)

The evaluator is required to include written comments on the Evaluation Summary form describing the criteria resulting in any element being marked as "needs improvement" or "unsatisfactory." Positive comments describing employee performance may also be included on the summary form.

Responses

The certificated employee may put objections in writing and have them attached to the observation report to be placed in his/ her personnel file. The file copy of such objections shall be signed by both parties to indicate awareness of the content.

**North Star Charter School
Artifacts for Inclusion in Teacher's Evaluation
All tiers**

Review artifacts list and bring to pre-evaluation conference.

Artifact

- Seating charts
- Semester and unit plans, daily plans
- Special activity or assignment- copy of directions for assignment/activity, including student work, and teacher's comments on the work.
- Classroom rules and discipline procedures
- Copies of quizzes and tests
- Grade and attendance books
- Evidence of students' learning, copies of handouts and worksheets
- Communication with families- copies of communications and phone logs, messages to parents
- Evidence of Professional Development
- Artifact of Teacher's Choice

North Star Charter School
Self Assessment

Carefully reflect on your teaching performance in all components. Complete the self-assessment by using the tables showing levels of performance. From this self-assessment choose focus components for the remainder of the year. Prepare to discuss your performance in these component areas during the pre-observation conference with your administrator.

Key: U= Unsatisfactory B= Basic P= Proficient D= Distinguished

Domain 1: Planning and Preparation	U	B	P	D
1a Demonstrating Knowledge of Content and Pedagogy				
1b Demonstrating Knowledge of Students				
1c Selecting Instructional Goals				
1d Demonstrating Knowledge of Resources				
1e Designing Coherent Instruction				
1f Designing Student Assessments				
Domain 2: The Classroom Environment				
2a Creating an Environment of Respect and Rapport				
2b Establishing a culture for Learning by supporting of beliefs, vision, and Mission of NSCS				
2c Managing classroom procedures				
2d Managing Student Behavior				
2e Managing Physical Space				
Domain 3: Instruction				
3a Communicating Clearly and Accurately				
3b Using Questioning and Discussion Techniques				
3c Engaging Students in the Work				
3d Affirming the Performance of Students				
3e Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work				
Domain 4: Professional and Leadership Responsibilities				
4a Reflecting on Teaching				
4b Maintaining Accurate Records				
4c Communicating with Families				
4d Participating in a Professional Community				
4e Growing and Developing Professionally				
4f Showing Professionalism				

**North Star Charter School
Pre-observation Conference**

Teacher _____
Grade Level(s) _____ Subject(s) _____
Observer _____ Date _____

Questions for discussion:

1. To which part of your curriculum does this lesson relate?
2. How does this learning fit in the sequence of learning for this class?
3. Briefly describe the students in this class, including those with special needs.
4. What are your learning outcomes for this lesson? What do you want the students to understand?
5. How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the student will be using.
6. How will you differentiate instruction for different individuals or groups of students in the class?
7. How and when will you know whether the students have learned what you intend?
8. Is there anything that you would like me to specifically observe during the lesson?

North Star Charter School
Interview Protocol for a Post-conference (Reflection Conference)

Teacher _____ date _____

1. In general, how successful was the lesson? Did the students learn what you intended them to learn?
2. If you were able to bring samples of student work, what do those samples reveal about those students' level of engagement and understanding?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials and resources). To what extent were they effective?
6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

**North Star Charter School
Summative Assessment Form**

<p>Teachers new to the profession are primarily responsible for ten components in the four domains. Second year teachers are primarily responsible for six additional components in the four domains. Third year teachers and Tier 2 teachers are responsible for all components in the four domains. Teachers with a minimum of 3 years of experience are responsible for all components of the four domains.</p> <p>Key: U= Unsatisfactory B= Basic P= Proficient D= Distinguished</p>				
Domain 1: Planning and Preparation	U	B	P	D
1a Demonstrating Knowledge of Content and Pedagogy				
1b Demonstrating Knowledge of Students				
1c Selecting Instructional Goals				
1d Demonstrating Knowledge of Resources				
1e Designing Coherent Instruction				
1f Designing Student Assessments				
Domain 2: The Classroom Environment				
2a Creating an Environment of Respect and Rapport				
2b Establishing a culture for Learning by supporting of beliefs, vision, and Mission of NSCS				
2c Managing classroom procedures				
2d Managing Student Behavior				
2e Managing Physical Space				
Domain 3: Instruction				
3a Communicating Clearly and Accurately				
3b Using Questioning and Discussion Techniques				
3c Engaging Students in the Work				
3d Affirming the Performance of Students				
3e Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work				
Domain 4: Professional and Leadership Responsibilities				
4a Reflecting on Teaching				
4b Maintaining Accurate Records				
4c Communicating with Families				
4d Participating in a Professional Community				
4e Growing and Developing Professionally				
4f Showing Professionalism				

Administrator Comments:

Administrator's Signature _____ Date _____

Teacher's Signature _____ Agree Y N Date _____

APPENDIX J

Professional Development

As a public charter school, we recognize that early and ongoing training will have a direct impact on achieving our curricular vision, as well as meeting the requirements issued to all public schools in Idaho. North Star Charter School's Annual Professional Development Program Features:

1. Ongoing education during the school year will be provided for all staff to focus on achievement, planning, integrated curriculum mapping of state standards, assessment analysis, and program evaluation and enhancement planning. This will be achieved through frequent team meetings, staff meetings and working with the school's administrative team.
2. Ongoing education during the school year will include developing the educator's ability to implement the Idaho Core Standards. Teachers will train in areas of specific intervention strategies, developing and maintaining positive classroom culture, professional collaboration, and school-wide program and curriculum alignment. Professional development will be accomplished through guest speakers and mentors in addition to the training provided by North Star's administrative team. When appropriate, evening sessions will be held and open to the parents and/or public.

Staff and grade level meetings provide NSCS teachers time to share new methods or strategies with one another. We expect this strategy to produce quality development with important cost savings.

Each year all teachers will be required to participate in 22 hours of professional development hours during the school year or prior to the start of the school year. Staff will receive training in areas such as:

- Student Information System
- School handbooks and procedures including discipline, safety, communication
- State Assessment requirements and use of results to improve student achievement
- School assessment procedures and use of results to improve student achievement
- Idaho Core Standards and State Standards
- Teaching Core Standards through Economics
- Understanding the Smart Balanced Assessments
- Reporting Requirements in suspected Child Abuse and Suicide Prevention
- 504/IEP requirements
- Meds/Allergies Protocol
- Safety/Lockdowns/Fire Drills
- Suicide prevention
- Response to Intervention
- North Star Essentials
- Character Counts Program
- Love and Logic

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APPENDIX K
Accreditation

The Northwest Accreditation Commission

...advancing the quality of education worldwide

***EVIDENCE-BASED SCHOOL EVALUATION TEMPLATE
FOR CONSENSUS AND NARRATIVE SELF-STUDY REPORTS***



Visiting Team Report
for K-12 School Accreditation

Name of School

**NORTH STAR CHARTER
SCHOOL**

Date

4-09-2012

Northwest Accreditation Commission

1510 Robert St. Suite 103
Boise, ID 83705-5194
208-493-5077 fax 208-334-3228

www.NorthwestAccreditation.org

Northwest Accreditation Commission

The Evaluation Report for School Accreditation

Name of School: North Star Charter School

School Administrator: Larry Rogien

Mailing Address: 839 N. Linder Road Eagle, Idaho

School Phone: 939-6900

School Fax: 939-6090

School E-mail: Lrogien@northstarcharter.org

School Web Site: northstar.org

Date of Visit: 4-09-2012

Grades included in NWAC accreditation: k-12

Self-Study Template Used (Consensus or Narrative): Narrative

Enrollment: 926

GradesBoys and Girls	
Grade 1	60
Grade 2	91
Grade 3	92
Grade 4	100
Grade 5	105
Grade 6	102
Grade 7	98
Grade 8	75
Grade 9	41

Grade 10	46
Grade 11	16
Grade 12	33
7-12 Total	324

Evaluation Team Roster

Chairperson(s)

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Title: Retired School Administrator
Organization: Northwest Accreditation
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Team Members

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North Star Charter School Board
Retired school Administrator
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October 9, 2014

Tobruk Everman
Teacher Administrative Intern
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Introduction

Purpose of the Visit

_North Star Charter School is seeking continued accreditation by the Northwest Accreditation Commission (NWAC). NWAC is one of the premier American education accrediting agencies that accredits over 2,100 public and private schools throughout the Northwest region of the United States and many other places in the world. NWAC offers accreditation systems to education providers around the world and is dedicated to increasing educational quality. The NWAC accreditation process establishes rigorous quality standards and validates the educational quality of schools through on-site reviews conducted by trained volunteer evaluators.

In addition to meeting rigorous standards, schools accredited by NWAC are committed to continual improvement through strategic planning and can be trusted to provide students with the educational services promised. NWAC accreditation provides worldwide recognition of each school's quality, accountability, and trustworthiness.

This document is the report of the evaluation team. The purpose of the on-site evaluation visit is to: 1) validate the completion and accuracy of the school's self-study; 2) verify that the school meets the NWAC standards; 3) facilitate development and implementation of an effective school improvement plan; and 4) provide commendations and recommendations to enhance the school's quality.

Evaluation

An evaluation team was assembled by NWAC, which had extensive expertise in accreditation, school improvement, and American education. The team members have graduate degrees in education and over 9 years of cumulative experience as educators and administrators.

The 4-09-2012 ____ day evaluation was based on NWAC standards and quality indicators as provided in the ____ Narrative template. It utilized the school's mission and beliefs, as well as the quantitative and qualitative findings of the self-study. Evaluation activities and

methods used included review of the self-study materials, classroom observations, and facilities. There were also individual and group interviews of teachers, administrators, parents and students. School records and documents were reviewed.

This report is prepared for the school to be used for its continuous improvement. Evaluation decisions were made by consensus, thus Likert ratings and evaluative commendations and recommendations were developed by the team and do not represent just one person's opinion.

An oral report highlighting the commendations and recommendations was presented to administrators and steering committee members on the final visit day. This written report summarizes findings and offers commendations and recommendations. The school is encouraged to share the report with the school community, advisory board, and appropriate authorities.

The report provides a specific judgment on whether each indicator of each standard is met. Whereas not all quality indicators under each standard must be fully met at the time of the review visit, the school must identify the needs and be working toward fully meeting each indicator.

This report includes ratings and findings, as well as, commendations and recommendations. Ratings address the degree to which the school meets the standards and quality indicators. Findings are statements of fact that were observed or reported. Commendations are areas that the team identified as strengths or that exceed expectations. It is important for the school to maintain those strong points because they contribute to overall quality. Recommendations refer to either the areas that need change or next steps for continuous improvement. Therefore, all schools receive recommendations. The number of recommendations in no way reflects the quality of the school. Sometimes the best school receives more recommendations because it is deemed capable of even higher levels of achievement.

Part 1 School Description, School/Community Profile

North Star Charter School has been operating since 2003. It has survived during some difficult financial times. There has been a great deal of administrative turnover, and the cost of a very nice facility has been an ongoing effort. However, the staff is stable and growing, and the atmosphere of the school is positive and challenging.

North Star Charter School subscribes to a philosophy that the unique needs of students in Kindergarten through 12th grade are best met in a school setting that provides student-centered programs. It recognizes that the students are undergoing greater physiological, psychological, and social re-orientation than at any other period in their lives. The staff and administration try to meet the educational, developmental, and social needs that emerge in this period.

The enrollment continues to grow and there is an extensive waiting list, particularly at the elementary level, and efforts are being made to address growth at the secondary level. It appears that the size of the elementary grade levels will build a good future for natural

growth at the upper levels. The grounds are available to address the needs of further expansion. Staff has been increased by the needs created by bigger classes.

The original mission statement was established in 2003 and 2007 charter documents. The values have been maintained and the behaviors of the students are clearly documented and practiced. The school staff has worked diligently to create standards that exceed the normal grade level performances of other schools. The administration has modified the Harbor School Discipline Philosophy and students and teachers are well trained in that strategy. Students and parents seem to embrace this type of atmosphere and are clearly aware of those expectations in student performance and behavior.

The committee interviewed staff, students, and parents during the visit and were impressed with the level of satisfaction that was presented. Students feel safe and enjoy the high standards, the parents are involved in the school operation, and the staff appreciated the vigorous curriculum expectations and the support of the administration and the community.

Part 2 Self-Study Findings: Comments, Commendations, and Recommendations

Part 3 The Standards: Ratings, Commendations, and Recommendations

INDICATOR RATINGS BY THE EVALUATION TEAM

The following represents the Response Team's renderings on the Standards for Accreditation and whether in their collective judgment each respective indicator is being substantially met. Recommendations may be noted for specific indicators and listed at the end of each standard along with commendations and recommendations for meeting the standard.

CONSENSUS SELF-STUDY RESULTS

TEACHING AND LEARNING STANDARD

Guiding Principle: The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. MISSION, BELIEFS, AND EXPECTATIONS FOR STUDENT LEARNING

- 1.1 The school's mission statement and expectations for student learning are developed by the school community and are approved and supported by the professional staff, the school board, and any other school-wide governing organization.
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 1.2 The school's mission statement represents the school community's fundamental values and beliefs about student learning.
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 1.3 The school defines school-wide academic, civic, and social learning goals that are measurable and reflect the school's mission.
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 1.4 For each academic expectation of the mission, the school has a targeted level of successful achievement identified in an indicator.
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 1.5 The school uses indicators to assess the school's progress in achieving school-wide civic and social goals.
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 1.6 The school's mission statement, beliefs, and the school's expectations for student learning guide the procedures, policies, and decisions of the school and is evident in the culture of the school.
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

The following text box is provided for comments, commendations and recommendations for Standard 1.

North Star Charter School is commended for:

1. The creation of a clearly defined statement of values and behavior.
2. Involving the stakeholders during the creation.

3. **Providing the mission statement to students, parents, and staff.**
4. **The curriculum and standards are designed with the core values and beliefs of that mission statement**

The committee further recommends the following:

1. **Review the mission statement on an annual basis.**
2. **Continue to involve all the stakeholders.**
3. **Clearly define the beliefs and expectations of that mission**
4. **Create written indicators of your success with this mission.**

TEACHING AND LEARNING STANDARD

Guiding Principle: The curriculum including coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

2. CURRICULUM

- 2.1 Each curriculum area identifies those school-wide academic expectations for which it is responsible.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 2.2 The curriculum is aligned with the school-wide academic expectations and ensures that all students have sufficient opportunity to achieve each of those expectations.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 2.3 The written curriculum:
- a. prescribes content;
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
 - b. integrates relevant school-wide learning expectations;
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
 - c. includes subject-specific learning goals;
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
 - d. suggests instructional strategies;
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
 - e. suggests assessment techniques including the use of school-wide expectations for student learning.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 2.4 The curriculum engages all students in inquiry, problem-solving, and higher order thinking as well as providing opportunities for the authentic application of knowledge and skills.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 2.5 The curriculum is appropriately integrated and emphasizes depth of understanding over breadth

of coverage.

☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

2.6 The school provides opportunities for all students to extend learning beyond the normal offerings and the school campus.

☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

2.7 There is effective curricular coordination and articulation between and among all academic areas within the school as well as with other schools in the district (where applicable).

☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

2.8 Instructional materials, technology, equipment, supplies, facilities, and staffing levels, are sufficient to allow for the effective implementation of the curriculum.

☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

2.9 The materials are up-to-date.

☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

2.10 The professional staff is actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals.

☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

2.11 The school commits sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.

☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

2.12 Professional development activities support the development and implementation of the curriculum.

☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

2.13 The program of studies meets the requirements of the state, ministry, or parent organization, as applicable.

☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

2.14 The school has a written policy statement concerning the selection of educational materials.

☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

The following text box is provided for comments, commendations and recommendations for Standard 2.

North Star Charter School is commended for:

- 1. The development of a very vigorous curriculum for all students**
- 2. The high standards and expectations of student performance**
- 3. The differentiated instruction utilized by all elementary staff members**
- 4. The modification that is done annually to further develop the standards for success.**

The committee further recommends the following:

- 1. Focus on college prep courses**
- 2. Continue the dedication of teachers and tutors to help students**

3. Expand the internship programs
4. Gather data for parents on the International Graduation program

TEACHING AND LEARNING STANDARD

Guiding Principle: The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission, beliefs, and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

3. INSTRUCTION

- 3.1 Instructional strategies are consistent with the school's mission statement and expectations for student learning.

☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

- 3.2 Teachers use a variety of instructional strategies to:

- a. personalize instruction;
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- b. make connections across disciplines;
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- c. engage students as active learners;
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- d. engage students as self-directed learners;
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- e. involve students in higher order thinking;
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- f. provide opportunities for students to apply knowledge or skills;
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- g. promote student self-assessment and self-reflection;
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- h. recognize diversity, multiculturalism, individual differences, and other prevalent unique characteristics of the student population.
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

- 3.3 Teachers use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.

☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

- 3.4 Teachers are proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.

☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

- 3.5 Analysis of instructional strategies is a significant part of the professional culture of the school.

☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

- 3.6 Technology is integrated into and supportive of teaching and learning.

☐ Met x☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

3.7 Library information services are available to students and faculty and utilized to improve teaching and learning.

☐ Met x☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

3.8 The school's professional development program is guided by identified instructional needs and provides opportunities for teachers to develop and improve their instructional strategies.

☐ Met x☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

3.9 Teacher supervision and evaluation processes are used to improve instruction in order to meet the needs of all students.

☐ Met x☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

The following text box is provided for comments, commendations and recommendations for Standard 3.

North Star Charter School is commended for:

- 1. Providing instruction that allows students to excel in both length and depth of content**
- 2. Instructors are proficient through analysis of instructional strategies**
- 3. The use of differentiated instruction throughout the elementary levels.**
- 4. The recognition that not all students are prepared for the higher rigor.**

The committee further recommends the following:

- 1. Consider a time frame for further collaboration time with staff**
- 2. Make certain that written mission statement is consistent with instructional strategies**
- 3. Develop schedule for teachers to collaborate on cross curricular and grade level content development**

TEACHING AND LEARNING STANDARD

Guiding Principle: Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning as well as course-specific learning goals. Assessment results must be continually analyzed to improve curriculum and instruction.

4. ASSESSMENT

4.1 The school has a process to assess both school-wide and individual student progress in achieving the academic expectations of the mission.

☐ Met x☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

- 4.2 The school's professional staff uses data (climate survey, empirical, etc.) to assess the success of the school's efforts in achieving its civic and social goals.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 4.3 The school regularly reviews its mission statement, beliefs, and expectations for student learning using a variety of data to ensure that these reflect student needs, community expectations, and state and national standards.
☒ **Met** ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 4.4 For each learning activity, teachers clarify for students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 4.5 Teachers base classroom assessment of student learning on school-wide and course-specific indicators.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 4.6 Teachers use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 4.7 Teachers meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 4.8 The school's professional development program allows for opportunities for teachers to collaborate in developing a broad range of student assessment strategies.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 4.9 The school's professional staff communicates individual student progress in achieving school-wide academic expectations to students and their families.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 4.10 The school's professional staff communicates the school's progress achieving all school-wide expectations to the school community.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 4.11 Technology in the classroom is available and increases student performance.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 4.12 A record that documents the results of all students' performance is maintained.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 4.13 Results and analysis of assessment are used to drive curriculum and instruction.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

The following text box is provided for comments, commendations and recommendations for Standard 4.

North Star Charter School is commended for:

1. The thorough information provided for the committee members
2. The expansion of differentiated instruction at all levels
3. The length and depth of the curriculum
4. The use of data to enhance curriculum direction

The committee further recommends the following:

1. Continue process for curriculum expansion, particularly at the secondary level
2. Use of End of Course should be considered for the future
3. Maintain regular assessments of the requirements for Int./Bac program

SUPPORT STANDARD

Guiding Principle: The way that a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices that supports student learning and well-being.

5. LEADERSHIP AND ORGANIZATION

- 5.1 The principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission, beliefs, and expectations for student learning.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 5.2 The principal provides leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 5.3 The student to administrator ratio does not exceed 550 students to each qualified administrator or prorated fraction thereof.
☒ **Met** ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 5.4 Staff members as well as administrators other than the principal provide leadership essential to the improvement of the school.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 5.5 Staff turnover does not impact school effectiveness.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 5.6 The organization of the school and its educational programs allows for the achievement of the school's mission, beliefs, and expectations for student learning.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 5.7 Student grouping patterns reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission, beliefs, and expectations for student learning.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 5.8 The schedule is driven by the school's mission, beliefs, and expectations for student learning and supports the effective implementation of the curriculum, instruction, and assessment.
☒ **Met** ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

- 5.9 Meaningful roles in the decision-making process are accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 5.10 There is a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 5.11 The professional staff members collaborate within and across departments or grade levels in support of learning for all students.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 5.12 All school staff is involved in promoting the well-being and learning of students.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 5.13 Student success is regularly acknowledged, celebrated, and displayed.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 5.14 The climate of the school is safe, positive, respectful, and supportive resulting in a sense of pride and ownership.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 5.15 The school engages in practices that promotes safety and has established a plan that includes preventions, interventions, crisis management, and post-crisis recovery.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 5.16 The school has a written code of student conduct that was cooperatively designed by members of the school community including students, staff, administration, and patrons.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 5.17 The administration is significantly involved in the selection, assignment, and retention of personnel.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 5.18 The school employs adequate staff, both professional and non-certificated, to support student enrollment and to realize its stated purposes.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 5.19 The school meets all applicable state requirements and regulations for licensure, organization, administration, and control unless state authorities have granted official exemption.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

The following text box is provided for comments, commendations and recommendations for Standard 5.

North Star Charter School is commended for:

1. **Creating an atmosphere of high standards**
2. **Staff is supported and involved in the process and decision-making**
3. **Providing direction that addresses the needs of the students**
4. **Creating a system that addresses financial considerations**

The committee further recommends the following:

1. **Plan for further administration and counseling services when enrollment grows**
2. **Continue to develop written policies for staff and parents**
3. **Maintain standards and be realistic that not all students are prepared for the demands**

SUPPORT STANDARD

Guiding Principle: Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

6. SCHOOL SERVICES

Student Support Services

- 6.1 The school's student support services are consistent with the school's mission, beliefs, and expectations for student learning.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 6.2 The school allocates resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 6.3 Student support personnel enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 6.4 All student support services are regularly evaluated and revised as needed to support improved student learning.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 6.5 All professional personnel are in compliance with the certification requirements of the state in which the school is located.
☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 6.6 There is one administrative support staff member for each 350 students or major prorated fraction thereof.
☐ **Met** ☐ **Substantially Met** ☒ **Partially Met** ☐ **Not Presently Met**
- 6.7 The total number of students instructed by any one teacher in any one grading period does not exceed 160 for a traditional school schedule, 140 for trimester school schedules, and 180 for block

school schedules.

☒ **Met** ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

- 6.8 There is a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.

☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

- 6.9 Student records, including health and immunization records, are maintained in a confidential and secure manner consistent with federal (FERPA) law.

☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

- 6.10 The school has clearly defined registration procedures that are made known to potential students and their parents.

☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

Guidance Services

- 6.11 The school provides a full range of comprehensive guidance services, including:

a. individual and group meetings with counseling personnel;

☒ **Met** ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

b. personal, career, and college counseling;

☒ **Met** ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

c. student course selection assistance;

☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

d. collaborative outreach to community and area mental health agencies and social service providers;

☒ **Met** ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

e. appropriate support of special education services for students.

☒ **Met** ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

- 6.12 The ratio of students to those who provide guidance and counseling is sufficient and in compliance with the state requirements in order to accomplish the mission of the school.

☐ **Met** ☐ **Substantially Met** ☒ **Partially Met** ☐ **Not Presently Met**

- 6.13 The guidance service facilities are large enough to house program personnel, equipment, and material. (Counseling spaces should be easily accessible to all students, equipped with soundproof offices for each professional school counselor, installed telephones, computer connections, etc.)

☐ **Met** ☒ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

Health Services

- 6.14 The school has a current health service plan providing resources to meet the needs of all the students.

☐ **Met** ☐ **Substantially Met** ☒ **Partially Met** ☐ **Not Presently Met**

- 6.15 The school has a crisis response plan that is tested and updated annually.

☒ **Met** ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

Library Information Services

- 6.16 The library media program is directed by a certified library media specialist.
- a. Library staff in schools of **fewer than 250 students** need not be certified, but are under the direction of a qualified library media specialist.
 - b. Schools with an **enrollment between 250 and 500 students** have a full-time qualified library media specialist.
 - c. Schools with more than **500 students** have a full-time library media specialist and have additional library media personnel.
 - d. Personnel are under the direction of a qualified library media specialist.
x ☐ **Met** ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 6.17 Students, faculty, and support staff have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience.
☐ **Met** x ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 6.18 The library/information services program fosters independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
x ☐ **Met** ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 6.19 Policies are in place for the selection and removal of information resources and the use of technologies and the Internet.
x ☐ **Met** ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

Special Education Services

- 6.20 The school provides special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.
x ☐ **Met** ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

Family and Community Services

- 6.21 The school engages parents and families as partners in each student's education and encourages their participation in school programs.
☐ **Met** x ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
- 6.22 The school fosters productive business/community/higher education partnerships that support student learning.
☐ **Met** x ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

The following text box is provided for comments, commendations and recommendations for Standard 6.

North Star Charter School is commended for:

1. **Making every effort to meet the needs of the students without staff**
2. **Custodial program is handled by staff and students**
3. **The opportunities made available for college bound students**
4. **The parental involvement is refreshing and commendable**

5. Utilization of fewer resources does not discourage staff

The committee further recommends the following:

1. Development of plan for long term maintenance plan
2. Consideration of nurse services
3. Creation of plans for 504 and IEP students

SUPPORT STANDARD

Guiding Principle: The school plant (consisting of site, buildings, equipment, and services) is an important factor in the functioning of the educational program. The school plant serves as a vehicle for the implementation of the school mission. The school plant should provide for a variety of instructional activities and programs and for the health and safety of **ALL** persons. The school plant should incorporate aesthetic features that contribute to a positive educational atmosphere while providing for needed flexibility. In addition to an appropriate facility, sufficient fiscal resources must be available, accounted for and effectively used in order for any school to accomplish its mission and expectations for student learning.

7. FACILITIES AND FINANCE

7.1 The school site and plant support all aspects of the educational program and the support services for student learning.

☐ Met x ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

7.2 The physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.

☐ Met x ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

7.3 Equipment is adequate, properly maintained, catalogued, and replaced when appropriate.

☐ Met x ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

7.4 A planned and adequately funded program of building and site management ensures the appropriate maintenance, repair, and cleanliness of the school plant.

☐ Met x ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

7.5 There is ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.

☐ Met x ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

7.6 Faculty and building administrators have active involvement in the budgetary process as it supports all aspects of the educational program.

☐ Met x ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

- 7.7 The school has financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the student.
☐ Met x☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 7.8 The school is not in or in the prospect of moving into protection under the auspices of bankruptcy.
☐ Met x☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 7.9 Proper budgetary procedures and generally accepted accounting principles are followed for all school funds.
☐ Met x☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 7.10 The school's accounts are independently audited annually.
☐ Met x☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 7.11 The total cost for a course of instruction, including all textbooks, materials, and instructional services, is made known to students at the time of their application and/or registration, where applicable.
☐ Met x☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 7.12 Terms of tuition and/or fees payment are clearly defined in the application, where applicable.
☐ Met x☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 7.13 Any advertising and promotional literature is completely truthful and ethical.
☐ Met x☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 7.14 Any advertising and promotional literature clearly states the purpose of the school's program of instruction.
☐ Met x☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 7.15 None of the school's advertising and promotional literature is offensive or negative towards other schools or educational agencies.
☐ Met x☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 7.16 Tuition collection procedures shall be in keeping with sound and ethical business practices and protect the financial interest of the school, where applicable.
☐ Met x☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 7.17 The administration has the authority to administer its discretionary budget, where applicable.
☐ Met x☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

The following text box is provided for comments, commendations and recommendations for Standard 7.

North Star Charter School is commended for:

1. The services and addition of accounting services that have been acquired
2. Dealing with administrative turnover for the recent years
3. The pride of the students and staff for custodial services

4. The addition of programs for secondary student organizations
5. Making every effort to live within budget constraints

The committee further recommends the following:

1. Involve stakeholders in development of long term maintenance schedule
2. Maintain efforts to expand staff with growing population, particularly in the secondary level
3. Keep board members and parents aware of budgetary consideration for expansion.

SCHOOL IMPROVEMENT STANDARD

Guiding Principle: A quality school develops and maintains an externally validated process and plan for school improvement. Goals resulting from the evaluation process should include targeted levels of achievement and should be measurable.

8. CULTURE OF CONTINUAL IMPROVEMENT

- 8.1 The school has developed and implemented a comprehensive school improvement plan that is reviewed and revised on an ongoing basis.
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 8.2 Results of school improvement are identified, documented, used, and communicated to all stakeholders.
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 8.3 The school improvement effort is externally validated on a periodic basis.
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 8.4 The school improvement plan is consistent with external accountability requirements such as those of the state in which the school is located. These could also be ministry or federal accountability requirements.
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 8.5 The school improvement process provides an orderly system for:
- a. Selecting the most appropriate areas upon which to focus improvement efforts.
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
 - b. Developing strategies that are designed to improve student performance.
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
 - c. Implementing those strategies.
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
 - d. Monitoring the process.
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
 - e. Evaluating the process to ensure that success has been attained.
☐ Met ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met
- 8.6 The school improvement process is the result of a school self-study that addresses the major recommendations for improvement as identified in the self-evaluation.

☐ Met x ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

8.7 The school and community work together to systematically anticipate and appropriately respond to change as the school improvement process is implemented.

☐ Met x ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

8.8 Goal statements for the school improvement process are properly aligned with the implementation plan and clearly identify measures of success.

☐ Met x ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

8.9 A reasonable, specific timeline for the implementation of each area within the school improvement process is identified.

☐ Met x ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

8.10 The school improvement process involves a site-based council or advisory committee.

☐ Met x ☒ Substantially Met ☐ Partially Met ☐ Not Presently Met

The following text box is provided for comments, commendations and recommendations for Standard 8.

North Star Charter School is commended for:

1. The personal and professional atmosphere of the school
2. The philosophy that all students can do more is instilled with staff and parents
3. The use of facilities and staff that promote high standards for all students
4. Providing a safe and warm environment
5. Successfully meeting all AYP standards
6. Exceeding all academic standards

The committee further recommends the following:

1. Continue to review existing programs for school improvement plans
2. Begin forming committees to identify areas for improvement
3. With school population growth there will be a need to address minority populations
4. Continue with modifications of Harbor Method to address all student needs

Summary of Indicator Analysis

For any indicator marked by the Visiting Team as other than "Met," the school should address the indicator in the next six-year cycle as an area that should be part of the School Improvement Plan. Progress in working towards full compliance should be reported separately as part of Standard Eight (8) "Culture of Continual Improvement" yearly on the annual report.

The on-site visiting team verified the ____ Narrative Self-Study. The team was impressed with the school's administrators' and owners commitment to continually improve its programs and services and seek recognition of its successful programs. Schools that conduct thorough self-studies usually have accurately identified their strengths and areas needing improvement. The steering committee and administrators discovered that the team findings correlated with what the school already identified.

The Visiting Team concurs with the findings of the self-study. The team's on-site evaluation confirmed that:

- The self-study was appropriately conducted and well translated.
- The findings are accurate and valid.
- The planned improvement efforts are based on solid evidence.
- The improvement endeavors are worthy of devoting human and financial resources.
- The planned improvement efforts, if consistently implemented, are likely to produce improved student academic performance and enhance school quality.

Comments, Commendations, and Recommendations

Comments:

The committee was impressed and thankful for all resources available. The preparation was very good and committee members were greeted with an open and warm reception. North Star Charter has made it clear to the students and the parents that their demands will be high and that students who are not prepared to work for high standards will likely not succeed. This is a difficult but commendable approach. All stakeholders are given the opportunities to be involved in the direction of the programs.

North Star Charter school will have continued growth at the elementary level which will lead to more secondary students for future years. Activity programs will be requested and there will cost considerations, staff increases, and further administration expectations. Stability with staff and administration will be key components for success.

The committee enjoyed the visitation day, and was very impressed with attitude of the students, parents, and staff. They all expressed their satisfaction with the atmosphere and culture of the school. In terms of accreditation, it is our belief that North Star Charter exceeds the basic 8 standards, and exceeds those standards with limited resources. The belief that all students can succeed is evident throughout the program.

As result of the visit, the Visiting Team determined that there were several commendations regarding the school and program and as well some recommendations for the school staff, administration and owners to consider during the next cycle of accreditation. These follow and represent both general impressions and some that are specifically related to the Standards for

October 9, 2014

Accreditation. The school should make every effort to review each commendation and recommendation and put into place plans for celebration and/or prioritization for school improvement. The school is expected to report annually on its progress toward achieving those recommendations as prioritized in the school's improvement plan.

October 9, 2014

APPENDIX L
Student Handbook

North Star Charter School

2014-2015

STUDENT-PARENT HANDBOOK

North Star Charter School
839 N. Linder Rd.
Eagle, Idaho 83616
Office: (208) 939-9600
Fax: (208) 939-6090



October 9, 2014

**NORTH STAR CHARTER SCHOOL
Home and School Contract**

Administration: To support and encourage student/parent/teacher partnerships, I will:

- Provide an environment that permits positive communication between the student, parent and teacher(s).
- Encourage teachers and parents to provide regular opportunities for practicing academics at school and at home.
- Provide opportunities to access staff and the opportunity for parents to volunteer time to NSCS.

Teachers: We understand the importance of the school experience to every student and our position as a teacher and a role model. We agree to:

- Be aware of your child's needs.
- Communicate with parents about their child's progress.
- Teach concepts and skills to your child to meet academic core standards.
- Motivate and encourage your child to practice academics at home.
- Hold parent/teacher conferences.
- Deliver high quality curriculum and instruction.
- Provide resources and/or materials for home to enhance literacy and other academic subjects.

Student: It is important that I do my best. I know my parents and teachers want to help me, but I am the one who has to do the work. So, I will:

- Continue to believe that I can and will learn.
- Be responsible for my behavior.
- Give work and school papers to my parent/caregiver.
- Follow appropriate conduct throughout school including the use of technology.
- Pay attention and ask for help when needed.
- Complete class work on time and to the best of my ability.

Parent/Caregiver: I want my child to succeed. I will encourage him/her to:

- Maintain a positive attitude about school.
- Support the school discipline policy and other school policies.
- Attend school regularly, and on time.
- Get enough sleep and to eat nutritious meals.
- Establish a place and time to study along with daily reading time



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RECEIPT OF STUDENT-PARENT HANDBOOK:

I received the Student-Parent Handbook and accept the responsibility to review it, discuss it with my child and help ensure that my student abides by it.

Please initial each box giving your consent:

<input type="checkbox"/>
<input type="checkbox"/>

Use of the Internet (I have read Computer/Internet/Personal Device usage and agree to follow)

Check out Library Books (I have read Library usage and agree to follow)

Return to your Teacher!

PARENT NAME

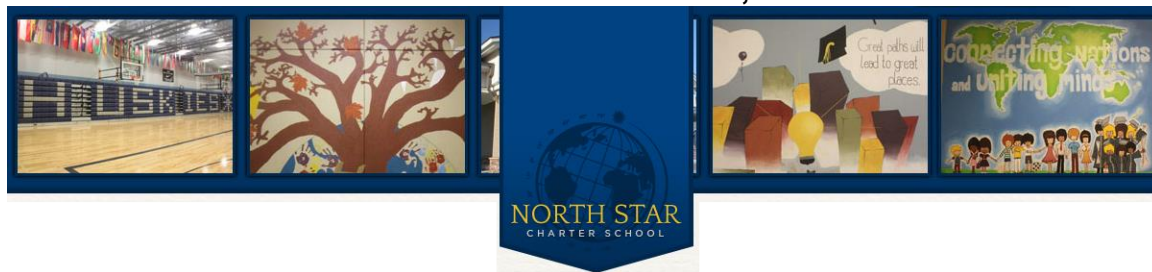
PARENT SIGNATURE

DATE

STUDENT NAME

STUDENT SIGNATURE

GRADE



North Star Charter School

Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that North Star Charter School, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, North Star Charter School may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the North Star Charter School to include this type of information from your child's education records in certain school publications. Some examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Parent-led school action committees;
- Parent Teacher Organizations;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.¹

If you do not want North Star Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing. North Star Charter School has designated the following information as directory information:

Student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, grade level, participation in officially recognize activities and sports, weight and height of members of athletic teams, degrees/honors and awards received, the most recent educational agency or institute attended.

¹ These laws are: Section 9528 of the Elementary and Secondary Education Act (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).

North Star Charter School Calendar 2014-2015

August 18-20	Teacher In-service days, no school for students.
August 21	First full day of classes. Kindergarten – AM 9:15 – 12:15 PM 12:45 – 3:45 1 st – 6 th 9:15 – 3:45 7 th – 12 th 7:45 – 2:45
September 1	Labor Day- No School
September 2	Elementary Back to School Night
September 9	Secondary Back to School Night
October 13-17	Fall Break- No School
October 24	End of First Quarter- Secondary
October 30-31	Parent Teacher Conferences- Elementary - No School
November 6	Parent Teacher Conferences- Secondary
November 24-28	Thanksgiving Break- No School
November 14	End of First Trimester- Elementary
December 22-January 2	Holiday Break- No School
January 15	Secondary Semester Finals- Early Dismissal
January 16	Secondary Semester Finals- Early Dismissal End of 1 st Semester- Secondary
January 19	Martin Luther King Jr. Human Rights Day- No School
February 16-20	Winter Break - No School
February 27	End of Second Trimester-Elementary
March 20	End of Third Quarter-Secondary

October 9, 2014

March 23-27	Spring Break- No School
April 3	Parent Teacher Conferences, at-risk students - No School
May 25	Memorial Weekend- No School
May 26	End of Second Semester Finals
May 27	Seniors Last Day—Early Dismissal for Seniors Only Graduation, 7:00 pm End of Second Semester-Finals End of Third Trimester
May 29	Last Day of School

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INTRODUCTION

School is an important time in the lives of children, as they make critical and complex life choices and form attitudes, values, and habits that will guide them on their path to graduation. Many of the provisions in this handbook are required under state or federal regulations. Unfortunately, the sheer volume and character of some of the provisions may give the impression of an overly formal school system rather than a friendly, personal one. Therefore, in sharing this handbook, we would like you to understand we seek to cultivate an active partnership with you. The information contained here is to enrich this partnership through understanding of expectations. What is more important than these written provisions, however, is maintaining open communication with you on issues affecting the progress and growth of students.

MISSION STATEMENT

North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.

Part of our mission is to help students develop the following academic and personal habits:

- Curiosity
- Lifelong learning
- Clear oral and written communication
- Creative thinking
- Logical thinking and the ability to make informed judgments
- Effective use of technology as a tool
- Adaptability to new situations and new information
- Problem-solving skills
- The ability to make easy and flexible connections among various disciplines of thought
- Respecting others' individuality and creativity, as well as one's own, while seeking to work within teams to create common solutions
- Living our school values

In addition, we hope to help our students develop the following personal habits and actions:

- Accepting responsibility for personal decisions and actions
- Academic honesty and the ability to face challenges with courage and integrity
- A healthy lifestyle
- Empathy and courtesy for others and respect for differences among people and cultures
- Self-confidence and a willingness to risk setbacks in order to learn
- Concentration and perseverance
- Managing time in a responsible manner
- Seeking a fair share of the workload
- Working cooperatively with others, which includes the ability to listen, share opinions, negotiate, compromise, and help reach a group consensus

VISION STATEMENT

Building an environment of respect, compassion and critical thinking that inspires civic leadership.

Values

October 9, 2014

- Acting with integrity in all we do
- Providing leadership as a school and as individual
- Regarding candor and transparency as essential in our communicating
- Collaborating as a team
- Focusing on an accelerated K-12 academic program of excellence
- Taking courage to stand up for what we believe
- Engaging in civic leadership
- Striving to continuously improve as a school
- Communicating openly and with respect

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REACHING HIGH STANDARDS FOR BEHAVIOR

Our goal is to provide an environment that is safe and fosters learning. We ask students to behave in a manner that will be a credit to our school. Our students:

- Arrive to school and class on time, prepared and ready to learn.
- Are courteous during passing times and in interactions with other students and staff.
- Resolve differences agreeably and with positive intentions.
- Seek help from staff in difficult situations.
- Dress appropriately for the learning environment
- Follow directions from school staff.
- Treat our campus and property with respect.

Our students are expected to maintain the same high standards of behavior at school-sponsored activities; either on campus or away from the school premises. Students are expected to obey their school officials, maintain order and decorum, and conduct themselves in such a manner that reflects well upon themselves and their school.

We are dedicated to maintaining this learning environment. Specific school policies to address situations when standards are not met include:

- Attendance
- Disruptive & violent behaviors
- Possession of weapons
- Possession of alcohol, tobacco & other drugs
- Discrimination
- Racial/ethnic/sexual/bullying harassment
- Discipline
- Dress code
- Cheating
- Any behavior that interferes with the education process of oneself or others

MONITORING STUDENT ACADEMIC PROGRESS

Our school provides 24/7 online access to student grades, assignments, and other information through web-based programs such as Power School and Edmodo. Please contact the student's teacher for further information.

Parent Conferences – Our school hosts at least one conference session for students, parents and teachers to meet face to face and discuss progress.

Report Cards – Parents are responsible for printing report cards at the end of each quarter, within 2 weeks of the end of the semester.

Grade Point Average (GPA) – The total number of points divided by the number of counted class's equals the GPA. The point system is as follows:
A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0
IB is a 5 point system for grades 11 & 12.

Testing – Our teachers use a variety of assessments, quizzes, tests, projects, portfolios and homework to measure student achievement. Idaho requires all students in grades 3-10 to participate in the Smarter Balanced Assessment Test (SBAT) in the spring. Additionally, students K-3rd participate in the Idaho Reading Indicator to measure their reading achievement.

ATTENDANCE

Students, parents, and educators recognize the importance of attendance and punctuality at all grade levels. Key reasons for regular and punctual attendance are employability, educational benefits and success in school.

- Employability- Punctuality and attendance are important skills for employment identified by employers. Developing these skills is critical whether students plan to work during the school year, after graduation, or after college.
- Educational Benefits- Regular attendance helps to assure that students are getting the benefits of a program.
- Success- Students must be present in order to experience success. Further, each student's presence enhances success of the entire class.
- Financial Solvency of our School- The school's funding is based on obtaining an average of 96% attendance in Kindergarten through grade 12. Average daily attendance is determined on a weekly basis. **It is critical to the financial viability of the school that parents/guardians adhere to their commitment of at least 96% attendance.**

All absences, excused, or unexcused, count towards the 96% attendance criteria! In accordance with Idaho Code § 33-205, the North Star Charter School Board of Directors may deny enrollment or may expel or deny attendance to any pupil who is a habitual truant. A student found to be a habitual truant as defined by Idaho code 33-206 may be asked to appear before the Board in order to remain enrolled at North Star Charter School. An habitual truant is: (a) Any public school pupil who, in the judgment of the board of trustees, or the board's designee, repeatedly has violated the attendance regulations established by the board; or (b) Any child whose parents or guardians, or any of them, have failed or refused to cause such child to be instructed as provided in section [33-202](#), Idaho Code.

SECONDARY ATTENDANCE REQUIREMENTS

According to North Star Policy Code No. 501.1, students are allowed six (6) absences in a block schedule class period during the semester. Students who receive six (6) absences in a block schedule school class will lose credit, unless cleared by the administration as extraordinary, within five (5) days of the absence. Verbal communication must come from the parent to the office within 48 hours of the absence to prevent truancy. All absences from class shall be counted unless the student physically remains within an accountable school setting such as with a counselor, nurse, administrator, etc. A North Star staff member will have the responsibility of keeping accurate attendance and checkout procedures.

Administrator(s) will make decisions in keeping with the overall intent of this policy. The appeal process will be first the school administrator, then to the Board of Trustees.

Absences Extraordinary

Extraordinary absences require *prior* written request from a parent or guardian, except in the case of illness, accident, or bereavement. Verbal communication must come from the parent to the school office within 48 hours of the absence to prevent truancy. See school policy 501.1 for criteria are used to determine extraordinary absences:

Unverified Absences

1. All absences except those in the extraordinary portion or under special provisions are considered unverified absences. Unverified absences change to truancies if verbal communication does not come to the school from the parents/guardian within 48 hours of the absence.
2. Persistent truancy may result in suspension/expulsion from school.

Truancy

Truancy is defined as a student being absent without approval of his/her parents, guardian, or school officials. Truancy occurs when:

1. an unauthorized phone call is made;
2. an unauthorized note is sent to school;
3. the parent refuses to excuse an absence;
4. the student leaves school without permission to leave;
5. the student is in the building, but is out of class without permission.

Permits to Leave Campus

Parents need to call the attendance office for students to obtain a permit to leave. Parent notes are not accepted. Independent Students' Permits to Leave will not be issued 20 minutes prior to lunch or 20 minutes prior to the end of the school day. Any student leaving campus without a PTL will be issued as truancy.

Excessive Absences

Students with six (6) unverified absences in a block schedule, whether consecutive or accumulative, may be referred to the Board of Trustees as a habitual truant. If a student is absent six (6) absences in a block schedule, he or she may be dropped from school without verification of circumstances warranting the absences (i.e. doctor or court excuse).

Closed Campus

Secondary students grades 7-10 are not permitted to leave campus upon arrival and must remain on campus in designated areas. Violation of the closed campus policy will result in truancy. Junior and senior students are permitted to leave during lunch only.

Make-up Work

Students may be allowed up to two days per absence to complete make-up work for full credit. It is the student's responsibility to find out what they missed. Assignments or tests that were made prior to the date of the absence are due or will be taken upon return. Senior project due dates are separate from this policy and are due on or before scheduled dates.

ELEMENTARY ATTENDANCE REQUIREMENTS

All students are expected to be in class on time every school day. North Star Charter School defines elementary school attendance as missing not more than six (6) days per semester. Elementary school students who do not meet the attendance standard may be assigned other consequences. School staff enforces daily attendance and initiates measures to correct attendance problems, which may include, but are not limited to any of the following:

- Conference with student
- Phone or letter contact with parent or guardian
- Makeup requirements
- Counseling
- Attendance contract
- Referral to other governmental agencies
- Court referrals

To ensure student's safety, parents are obligated to contact the school regarding each day or portion thereof that a child misses. Upon failure of contact by the parent/guardian, the school will make a reasonable attempt to contact them. **Students are expected to attend the full day, each day.**

Tardies

Kindergarten—Students arriving to class after the tardy bell, or leaving for a period of time during the day, but in attendance for more than 2.5 hours will be marked tardy.

Grades 1- 6—Students arriving to class after the tardy bell, or leaving for a period of time during the day, but in attendance for more than 4.0 hours will be marked tardy.

Absences

Students who accrue ten (10) consecutive absences may be dropped from school and placed at the bottom of our wait list. When the students name is at the top of the wait list again then they may be re-enrolled in school. Students served by homebound tutors will not be included in this procedure. In addition, students with ten (10) or more unverified absences, whether consecutive or accumulative, may be referred to the Board of Trustees as a habitual truant.

Make-Up Work

If a student is to be out of school for an extended absence of 10 days or less, **it is his/her responsibility** to make arrangements for assignments with the teacher. Written assignments will be gathered during the absences and provided to the student **upon his/her return to school**. Please be aware that up to 70% of the classroom activities consist of class participation, projects, discussion and practice that cannot be duplicated or made up. In all absentee cases, class assignments must be completed writing the number of days equal to the number of days of absence to receive credit.

Truancy

Truancy occurs when a student intentionally absents himself/herself from school either before arriving or after having arrived at school without previous knowledge and consent of parents or school officials. A written record of student's truancies shall be kept with or in the student's cumulative record folder and forwarded to receiving school.

Habitual Truancies

Any child at the elementary school who accrues ten (10) unverified absences and/or truancies may be referred to the Board of Trustees pursuant to Idaho Code 33-206 which states, in part, “a habitual truant is any public school pupil who, in the judgment of the Board of Trustees repeatedly has violated the attendance regulations established by the board; or any child whose parents or guardians, or any of them, have failed to cause such child to be instructed as provided in section 33-202, Idaho Code, and the child shall come under the purview of the juvenile corrections act if he or she is within the age or compulsory attendance.

Administrator (s), as the authorized representative of the board, will submit documentation to the Board regarding the excessive absences/truancies. Following the action of the Board, the Prosecuting Attorney in the county of the student’s residence will be notified of the violation by the Administration.

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DISCIPLINE

POSSIBLE CONSEQUENCES

Lunch Detention - Students must be on time, prepared with reading or study materials enough to occupy the detention time. Rules include no talking, no sleeping, and no heads down on desks.

In School Suspension (ISS) - Provided daily during school hours. Students may be assigned for a portion of a day, up to 10 days of ISS. Students will be provided with academic materials and will conference with an administrator prior to assignment in ISS. Rules will include no talking, no sleeping, and no heads down on desk and no contact with other students.

Suspension from school (OSS) Students may be suspended from school and all school-related activities for a period of 1 to 5 days, with an extension of up to 10 days for violent or severe behavior. Students may not come on campus for any reason during the period of suspension. A conference (via phone or person) will be held with the student, parent and administrator prior to the suspension.

Expulsion - Any student who is a habitual truant, incorrigible, and continually disruptive of school discipline, disrupts the instructional process, or whose presence is a detriment to the health and safety of other students may be denied attendance by expulsion. Expulsion is removal from school for a determined period of time (usually a semester or year). Only the Board of Trustees can make this decision. If a student is being referred for expulsion the parent/guardian will receive the following: notice of charges, explanation of recommendation, opportunity to express their point of view at the school level. If it is still deemed necessary to refer for expulsion, the student will attend a hearing before the Board of Trustees to determine continued attendance or removal from school.

The school will not admit, prior to the end of one (1) expulsion period, any student who has been expelled from another school or district for violating the federal Gun Free Schools Act of 1994. Should any student wish to challenge that decision, he/she will be entitled to a hearing before the appropriate

When a student misbehaves, the teacher will deal with the student through assertive discipline, posted class rules, and fair enforcement. If the student does not comply, the teacher will contact the student's parents to enlist parent/guardian support. If disruptive behavior continues, the student will be referred to the administration.

administrator with the right to appeal the decision to the Board of Trustees.

A teacher will refer students to an administrator for continuous infractions and severe misbehavior.

Classroom Management

The teacher will have in place a Classroom Management Plan. The plan will include expectations for student behavior, classroom consequences for inappropriate behavior, and provisions for student conferencing and parent contact. If the behavior becomes excessive, the student will be sent to Administration in accordance with the Classroom Management Plan. The Principal will follow the Discipline Steps listed below.

Level 1 Misbehavior

This is any behavior that interferes with the learning process: such as public display of affection, disrupting class, stealing, lack of preparedness, dress code violations and any other behavior that disrupts the learning process.

Severe Behavior, level 2 and 3 and zero tolerance

This is any action that threatens the safety or welfare of people on campus and/or stops the learning process: such as fighting or other acts of aggression, weapons, harassment, vandalism, extreme disruption, drugs, alcohol, tobacco— any behavior that threatens the safety or welfare of anyone on campus and stops or inhibits the learning process.

Discipline Steps

When a referral is made by a teacher regarding mischievous or severe behavior it will be submitted to Administration. Referrals will be processed as follows below:

Level One

(Behavioral interventions may begin on Step 1 or Step 2):

- Step 1: Teacher conferences with student and maintains written documentation of student behavior.
- Step 2: Teacher documents student behaviors and determines appropriate intervention strategies. Teacher contacts parents; may include the counselor and administration. Teacher maintains written documentation of student behavior.
- Step 3: Teacher refers student to the administration and parents are contacted. This indicates that the student has not responded to step 2 and/or 3 interventions in the classroom. Administration maintains written documentation of student behavior.
 - Referrals will result in a conference with the student/parent and assignment of a consequence determined by the Administration. A review of step 1 and 2

interventions and alternate strategies may be considered by the Administration and the teacher.

Level Two

For severe deviant behavior or repeated violations, the student may be suspended from school for a period of one to five (1-5) days by the Administration or certified designee. See Idaho Code 33-205 or North Star Policy 502.1 for more information

- Continued referrals may result in progression to level three. This may take place by a telephone or school conference.

Level Three

When the student does not respond to interventions, alternative placement or recommendation or expulsion will be considered.

Zero Tolerance

Most students respect each other and the staff at North Star Charter School. However, we believe it is important to call attention to specific behaviors that are not allowed on any school campus. Students in violation of any zero tolerance policy may be expelled and referred to the appropriate authorities. The duration of expulsion may be for the remainder of the school year, or, if occurring in the second semester, the student may be additionally expelled for the first semester of the next school year. Zero tolerance will be in effect while on the property of the school or other structure on school grounds which were, at the time of the violation, being used for an activity sponsored by or through the school, and/or while riding school provided transportation and/or participating in a school sponsored extracurricular or academic activity off school grounds.

Zero tolerance offences include alcohol/controlled substance (including tobacco), arson, explosive devices, weapons, battery, bullying and harassment. Please know that because a specific behavior is not mentioned, it does not mean it is acceptable.

UNACCEPTABLE BEHAVIORS

1. Threats of Violence

An action or behavior that disrupts the educational process or that threatens harm to students, staff or property may lead to suspension or recommendation for expulsion. This may include the pulling of school fire alarms.

2. Demeaning Language

Any language that demeans others will not be tolerated. Specially, the use of racial slurs are prohibited and considered a severe misbehavior. This behavior, profane language, or inappropriate gestures could all result in suspension from school.

3. Sexual Harassment

Sexual harassment shall be defined as conduct involving any unwelcome sexual advances or request for sexual favors or comments of a sexual nature. It is North Star Charter School's policy to have an environment free from sexual harassment. It shall be a violation of this policy for any member of North Star staff or student body to harass another staff member or student through conduct or communications of a sexual nature.

4. **Discrimination**

No student or employee of North Star Charter School shall, because of race, color, creed, national origin, sex, disability, or religion, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by or sanctioned by North Star Charter School. North Star Charter School recognizes that different treatment because of race is prohibited under Title 42 §2000d, United States Code, in all programs and activities. Students and parents are encouraged to bring formal and informal concerns of race discrimination by school staff or students to school administration. These concerns should be made in writing.

5. **Bullying**

Bullying occurs when one or more students repeatedly hurt another student through words or actions. In bullying incidents there is an imbalance of real or perceived power, such that the victim has a hard time defending him/her against the tormentors. State and Federal laws and North Star Charter School board policy prohibit any form of racial or ethnic harassment by any student or staff member that is meant to demean, degrade, embarrass or cause humiliation to any student or staff member. Any student found to be in violation of this policy may be suspended. Consequences for staff members are defined by existing board policy and the Idaho Code of Ethics for similar offenses.

6. **Cyberbullying**

Cyberbullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact. These include but are not limited to:

- a. Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- b. Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people.
- c. Phone call bullying via mobile phone uses silent calls or abusive messages.
- d. Email bullying uses email to send bullying or threatening messages
- e. Chat room bullying involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- f. Bullying through instant messaging (IM) is an Internet-based form of bullying where students are sent messages as they conduct real-time conversations online.
- g. Bullying via websites includes the use of defamatory blogs (web logs), personal websites

7. **Fighting:** Fighting will not be tolerated under any circumstances. Students who fight may be suspended for up to five (5) days and/or recommended for expulsion. Students who either encourage a fight or incite a fight through teasing, harassing, posturing, staring, “dogging”, or intimidating another student will be subject to the same consequences as those who are physically fighting. Students involved in any way will be referred to the city or county police officer for possible citation.

8. **Reporting All Types of Harassment**

A student may choose to report the complaint of harassment to any teacher, school counselor or administrator. The teacher or counselor will forward the complaint to the Principal. If the student chooses not to report the complaint to a teacher or counselor, the student should report the complaint to Administration. In the event an allegation of harassment or bullying involves a member of the Administration, and if the student has not chosen to report the complaint to any

other teacher, administrator or counselor, the student may report the complaint to the Board of Trustees.

A student should be made aware that in reporting such complaints of harassment or abuse, while it is the intent to maintain discretion and confidentiality, that in certain instances or circumstances, North Star Charter School is required by law to report the incident either to Idaho Department of Health & Welfare, Law Enforcement Agencies or other persons. All reports of harassment or bullying should be summarized in writing by either the student or the person receiving the complaint, and then signed by the student.

Due to the sensitivity of these complaints, no specific period is instituted for reporting sexual harassment and a late reporting of any harassment will not preclude any remedial action.

It is expected that any investigation will be thorough, with an attempt to ascertain all relevant facts. The person conducting the investigation, at his or her discretion, may interview the student, the student who is accused of harassing, other students and/or employees who may have knowledge of the incident. All interviews should be documented as thoroughly as possible. For more detailed information, see North Star policy 502.4.

At the conclusion of the investigation, the person conducting the investigation will make a report of the findings and recommended actions to the Principal. Students determined to have improperly harassed another student or teacher, or a teacher harassing a student will be subject to disciplinary procedures in accordance with the discipline policy and procedures of North Star Charter School. If an investigation determines that no harassment occurred, and that a student falsely accused another of such harassment, either knowingly and/or maliciously, that student may be subject to discipline under North Star Charter School policy and procedure for discipline.

9. Gangs and Hate Groups

Gangs, hate groups, and similar organizations or groups, which advocate hatred or discrimination on the basis of race, color, religion, sex, ancestry, national origin, or handicap, are inconsistent with the fundamental values and educational environment at our school. The activities of such groups and their members are prohibited on school property and at all school functions. Such prohibited activities include, but are not limited to:

- The congregation of members that block building entrances, hallways, or otherwise disrupts campus;
- The solicitation or recruitment of members;
- The possession of group paraphernalia and materials;
- The intimidation of others;
- The advocacy of discrimination; and
- Any other behavior, (such as wearing clothing with gang colors or insignia, or the use of language, codes, or gestures) that provokes violence or seeks to advocate the purpose and objectives of such groups.

10. Possession of weapons

Weapons are described as any object, which can be used to cause either temporary or permanent harm to a person or property. Weapons include:

- guns,

- knives of all types,
- spikes of any type,
- mace or pepper spray or any similar product,
- water and toy guns that resemble real weapons
- lead pipes, bats, chains, chuck-sticks, throwing stars, darts,
- metal knuckles, black-jacks
- Screwdrivers, slingshots,
- Explosives, and
- Any instrument that could injure another person

Any violation of this policy or rules and/or regulations to administer this policy, may result in expulsion from school for a period of not less than one semester.

Suspension is a prerequisite to expulsion, pending investigation and hearing.

11. **Possession of alcohol, tobacco, or other drugs:** All school property is a Drug-Free Zone. State law prohibits students from possessing, using, distributing, or being under the influence of illegal or controlled

substance including, but not limited to, amphetamines, barbiturates, marijuana, narcotics, tobacco, hallucinogenic drugs, inhalants, alcohol, or intoxicants of any kind while at school. This includes attending a school activity or event, and/or while being transported in a contracted or school vehicle of any kind or at any location, public or private, where students are attending as representatives of North Star Charter School.

The school recognizes that student involvement with drugs, alcohol, or tobacco causes problems in their daily lives. We also recognize that in many instances a student's involvement may lead to addiction. Therefore, we support prevention, early intervention, disciplinary action and appropriate referral. This may include counselors, drug education classes, assessment referrals and/or other interventions.

The school will make every effort to identify, intervene, and refer for possible treatment, students who experience chemical abuse problems. North Star Charter School will not be responsible for any expenses incurred by the students at treatment facilities. Assessment and treatment must be conducted by appropriate outside agencies.

12. **Items Inappropriate For School**

Items that are inappropriate for school are those items that can cause a disruption to the learning environment and serve no educational purpose. The following are examples of items that may be deemed inappropriate for school.

- Sunflower seeds, gum, toothpicks, rubber bands, squirt guns, etc. - these items are not permitted because of the problems caused by misuse.
- Riding skateboards, bikes, roller skates, scooters, shoes with wheels, and roller blades on school property is prohibited.
- Trading cards, toys or other items of value
- Animals, unless brought with administrative approval
- Large chains
- Laser pens, shock pens

- Students may not sell candy or other items as part of a fund-raising project for another school or organization on the school campus.

13. Public Display of Affection

Students are to keep their hands and feet to themselves at all times. This includes, but is not limited to, public displays of affection, horseplay, pushing, shoving or bumping into each other. Dependent upon the severity, PDA violations can be minor or major violations of the school discipline policy.

14. Dress Code

Our students strive to dress for success in a manner appropriate for the school setting. To ensure we maintain an environment that is safe and conducive to learning students must wear appropriate clothing. Students may not wear clothing that is disruptive to the educational process or a hazard to themselves or others. Some examples in which clothing is considered disruptive are

- Gang attire of any kind (i.e., hair nets, bandanas, garments that are suggestive, colors or belts that have gang symbols on them).
- Garments/items that advertise illegal substances or display obscene statements.
- Pants not worn at the waist and show your undergarments.
- Stretch pants unless they are covered with a shirt, skirt, shorts or dress that reaches the mid-thigh dress code. (Yoga pants, leggings, tights)
- Brief garments such as halter-tops, shirts that don't cover the stomach when sitting (bare midriffs), tube tops, net tops, tank tops, spaghetti straps and plunging necklines (front or back), off the shoulder shirts, skirts and shorts that are shorter than mid-thigh.
- Hats are not to be worn inside.

15. Cheating

Students are expected to act with integrity and submit original work and use their own knowledge and skills when tested.

16. Plagiarism

When a person takes credit for another's work be it from printed material (ex: Internet, books, newspaper, encyclopedias, or periodicals) or from a peer without proper documentation. The following are examples of instances of plagiarism:

- Copying from another student's test/work
- Obtaining by any means another person's work and submitting it as one's own work.
- Failing to give proper credit to sources used in papers and projects.

17. Academic Dishonesty

When a student fraudulently gains access to knowledge for the purpose of assignments, etc. The following should be used as a guide to help students understand academic dishonesty:

- Seeking aid from another student during a test.
- Preparing any academic work with another student, unless permitted by an educator.
- Possessing or using material or notes not authorized by an educator during a test.
- Plagiarism and academic dishonesty can be avoided by the following:
 - Proper documentation
 - Clear communication between student and teacher

- Integrity, through personal and social responsibility

18. Trespassing/Loitering

Idaho State Code Section 33-512 (11) authorizes officers and school

officials "...to prohibit entrance to each schoolhouse or school grounds, to prohibit loitering in schoolhouses or on school grounds, and to provide for removal from each schoolhouse or school grounds of any individual or individuals who disrupt the educational process or whose presence is detrimental to the morals, health, safety, academic learning or discipline of the pupils. A person who disrupts the educational process or whose presence is detrimental to morals, health, safety, academic learning or discipline of the pupils or who loiters in school houses or on school grounds, is guilty of a misdemeanor." This policy includes students who have been suspended, expelled from school, or students not enrolled in a class or classes. Persons who do not leave when asked to do so, or who return after having been told to leave, will be remanded to local law enforcement authorities. Students not involved in school activities are expected to be off school grounds within 15 minutes after the dismissal bell. After an activity, students are expected to be off school grounds within 30 minutes.

19. Textbooks

Students are responsible for textbooks assigned to them. Texts that are lost, stolen or show excessive wear or damage are charged to the pupil. It is recommended that students keep all texts covered with heavy wrapping paper or a commercial cover. Students must pay fines for missing or damaged books before their transcripts are issued.

20. Student Behavior at School Activities

Students in school or involved in school-sponsored activities either on or away from the school premise are expected to obey their school officials, protect property, maintain order and decorum, and conduct themselves in such a manner as to reflect credit upon themselves and their school. Any student who does not meet these standards is in violation of the discipline regulation of North Star Charter School and will be subject to disciplinary consequences.

21. Spectator Code Of Ethics

- Spectators are an important part of the game and should conform to accepted standards of good sportsmanship and behavior.
- Spectators should at all-time respect officials, coaches, and players as guests in the community and extend all courtesies to them.
- Enthusiastic and wholesome cheering is encouraged.
- Booing and other disrespectful gestures, activities, or remarks should be avoided at all times.
- Bells, whistles, or noisemakers of any kind are not acceptable at athletic activities and/or spectator events.

22. Bus Rules

The students are to conduct themselves in an orderly manner when waiting for or riding the bus. It is important not to distract the bus driver. Misbehavior on the bus or at the bus stops can deprive a student of the privilege to ride the bus and may result in additional school consequences.

- Students transported are under the authority of the bus driver.
- Fighting, wrestling, or boisterous activity is prohibited on the bus.
- Students will use the emergency door only in case of an emergency.
- Students will remain seated while the bus is in motion.
- Students will not bring animals, weapons, skateboards, or potentially hazardous material on the bus.
- The bus driver may assign students seats.
- When necessary to cross the road, students will cross in front of the bus or as instructed by the bus driver.
- Students will not extend their hands, arms, or heads through the bus windows.
- Students will converse in normal tones: loud or vulgar language is prohibited.
- Students who refuse to obey promptly the direction of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.
- Students will be financially responsible for any damage to the bus.

COMPUTER USE

The purpose of North Star Charter School Internet and local network access is to facilitate communications in support of research and education. To remain eligible as a user, access must be in support of and consistent with the educational objectives of North Star Charter School. Access is a privilege and not a right. Users should not expect that the files stored in the district's systems would be private.

Electronic messages and files on school-based computers are treated like school lockers. Administrators and faculty may review files and/or messages to maintain system integrity and ensure users are utilizing the system responsibly.

North Star Charter School Appropriate Use Policy for Computer and Computer Systems:

Computers and computer networks, including Internet access, provide valuable tools that support the education of students at North Star Charter School. The student and his/her parent(s) should read and discuss the school policies concerning computer use.

October 9, 2014

Unless a parent has signed a district "Internet Opt-Out" form, students will be given access to the Internet. In many cases, library research resources, such as databases of magazine, journal and newspaper articles, are only available through Internet access. In addition, the Internet provides access to information and media resources, simulations, and other online educational activities. Its proper use can open new opportunities for research, learning and communication. Improper use of the internet will result in disciplinary action.

Students may be assigned a network login. With this access comes responsibility. Using the school's network system(s) is considered a privilege, not a right. Students are expected to use only the software made available to them by their teachers or designated technology staff. They are allowed to save documents and other school-related files to their home directories on the network, or other drives only as specified by their teachers or designated technology staff. A student who gains access to inappropriate material on the Internet is expected to discontinue the access, as quickly as possible, and to report the incident immediately to a staff member.

Students will not install or download games, utilities, plug-ins or other programs or files from the Internet or any other outside source, to the network or individual systems. Students will not stream content from internet sources (examples are not limited to Pandora, Netflix, etc.). Hacking (attempting, without authorization, to access or alter Internet, network or local hard drive functionality, configuration, data or software) is forbidden. This includes, but is not limited to, the creation or transmission of computer viruses, WORMs or any programs/files that would disrupt the use or functionality of the computers or network. Any attempt to harm or destroy functionality of computer-related equipment or data will be considered vandalism (see Idaho State Code 18-2202).

Students are expected to follow the guidelines and policies expressed in the handbook and the school's NETWORK, COMPUTER AND ELECTRONIC INFORMATION SYSTEMS Policy. If the guidelines and/or policies are violated, administrators will determine consequences based on the severity of the incident. This may include disciplinary action, loss of Internet access, loss of all computer privileges, removal from appropriate classes with an F grade, and/or legal action according to school policy and Idaho State Code (sections 18-2201 and 18-2202).

***Idaho Code States: Section 18-2202. Computer Crime**

- Any person who knowingly accesses, attempts to access or uses, or attempts to use any computer, computer system, computer network, or any part thereof for the purpose of: devising or executing a scheme or artifice to defraud, obtaining money, property, or services by means of false or fraudulent pretenses, representations, or promises, or committing theft, commits computer crime.
- Any person who knowingly and without authorization alters, damages or destroys any computer, computer system, or computer network commits computer crime.
- Any person who knowingly and without authorization uses, accesses, or attempts to access any computer, computer system, or computer network described in section 18-02201, Idaho Code, or any computer network, commits computer crime.
- A violation of the provisions of subsection (1) or (2) of this section shall be a felony. A violation of the provision of subsection (3) of this section shall be a misdemeanor.

PERSONAL ELECTRONIC DEVICES

North Star recognizes that mobile phones and digital devices are now an integral part of our student's culture and way of life and can have considerable value, particularly in relation to individual safety. It is also recognized that such technology will play a significant part in the education of the 21st century student, but, this use should follow agreed rules and guidelines to prevent classroom disruption, student misuse and teacher difficulties.

Students shall not use *any* personal electronic device in the classroom, unless given permission to do so by their instructor.

Students who have an extenuating or special circumstance, such as, but not limited to, personal or family health related situations, may, with *specific permission granted by the Administrator*, keep the device on and in their pocket for the use of emergency communication for that day.

Students found to be using an electronic device in any way to send or receive personal messages, data, or information, in the classroom setting (not related specifically to the academics at hand) shall be subject to discipline and the device shall be confiscated and not returned until a parent conference has been held.

Students who violate the provisions of these rules are subject to disciplinary action including the confiscation of the device pending parent(s)/guardian(s) conference, detention, suspension, and expulsion. Where appropriate, police authorities may be contacted.

PERSONALLY OWNED COMPUTER USE POLICY

Use of personally owned computers, laptops, tablets at North Star Charter School is considered a privilege, not a right. All electronics at North Star will be used for school related work only, there are lab/classroom computers provided by the school or personally owned devices brought from home.

1. All personal electronic devices must be registered with the school's IT department. The devices will be assigned a static IP address that will be monitored for inappropriate use.
2. All rules that apply to school computers and their usage, also apply to personal computers/laptops that a student may bring to school.
3. Personal computers/laptops may be used in class only with the teacher's permission.
4. The teacher may, at any time, for any reason, have the students turn off personal computer/laptops and disallow them in the classroom.
5. When permitted, personal electronic devices may be used during break, lunch, and before or after school only for working on school projects, homework, or school research. They may NOT be used to play music, videos, and video games of any kind, e-mail or instant messaging while on school property.
6. North Star Staff will NOT be responsible for providing tech support for personal computers/laptops.
7. North Star Charter School will NOT be held responsible for any damage, loss or theft of any personal/laptop computer. It is brought to school at a student's own risk.
8. If a student fails to follow the directives of a teacher, the personal computer/laptop will be sent to the administrator's office and held there until the end of the school day, at which time the student may take the computer home.
9. Any use of a computer for criminal behavior including: threats, obscenity, bullying, harassment or fraud will be reported to the proper authorities.
10. Any attempt to circumvent school policies using a personal computer will result in loss of use of a personal computer/laptop at school.
11. Any violation of these terms will result in loss of the privilege of using a personal computer/laptop for a time specified by the Administrator.

LIBRARY

Hours

The library is open from 9:15 to 3:45 on school days. K-3 students are allowed to check out 1 book at a time. Students in grades 4-12 are allowed to check out 2 books at a time. Materials are renewable if not reserved by another student.

Care and Fees

It is extremely important that the parent, teacher, student, and librarian work together to teach students respect for books and their content. Specific guidelines are available online, via the North Star Library Policy Form. This form must be completed and returned in order to check out books from North Star's Library.

ARRIVAL & DISMISSAL

Attending school every day is essential to student success. Our school provides free bus transportation to eligible students. Once they arrive, In order to leave campus for any reason, students must have a verified parent approval via a note or phone call prior to checking out from school. The student must check out and in through the office. Students who do not follow this procedure will be considered unexcused (truant) in all classes missed and will be subject to disciplinary action. Students may not leave campus prior to the end of the school day without parent permission. Students must follow this procedure to avoid being listed as truant. North Star Charter School is a closed campus.

Students are to arrive at school no earlier than 15 minutes before school starts. Upon arrival K-6 grade students should proceed to the playground, 7-12 grade students should go directly to their homeroom. Due to liability issues, your children should not arrive earlier than 15 minutes before the start of their school day.

Students must be off school grounds 15 minutes after school is dismissed unless participating in an extracurricular activity under the direct supervision of a teacher/coach. Secondary students cannot ride the Elementary buses.

Our goal is for your child to be safe. Please make thoughtful arrangements to assure that the arrival and dismissal procedures are followed.

INTERNATIONAL BACCALAUREATE PROGRAM

Sample course work and graduation requirements: Courses described below may vary but will remain true to the social studies/economics/financial literacy theme through all grades K-12, as well as the International Business/ Economics emphasis of the high school. The methodology used to teach many courses will encompass an interdisciplinary approach. However, the integrity of all courses will not be compromised.

9th Grade

<i>1st Semester</i>	<i>2nd Semester</i>
English	English
US History	US History
Earth Science	Earth Science
Geometry	Geometry
	PE
Spanish 1	Spanish 1
Leadership	Speech

*Electives may be choir or, jazz band. Two years of foreign language are required.

** Leadership is required at each grade level. The time is to be divided equally between community service projects, service learning projects, and school service.

10 Grade

<i>1st Semester</i>	<i>2nd Semester</i>
English	English
Biology	Biology
Math	Math
Macro Economics	Micro Economics
Health	Fitness
Spanish 2	Spanish 2
Leadership	Leadership
Government	Government

11th Grade

<i>1st Semester</i>	<i>2nd Semester</i>
English	English
Biology	Biology
Math	Math
Macro Economics	Micro Economics
Health Fitness	Fitness
Spanish 2	Spanish 2
Leadership	Leadership
Government	Government

***Students who participate in some kind of International Education and earn 55 credits during high school will receive a Diploma of Distinction. To achieve this distinction, students may travel abroad with their parents, participate in an exchange program for between 6 weeks and a semester, host an exchange student in their home, or participate in a 2-week over-seas volunteer experience. The international exchange may take place some time during their junior year, summer between their junior or senior year, or during their senior year. Students will be encouraged to travel to one of our sister schools and students from our sister schools will be encouraged to come to visit our school, also. Concurrent enrollment is offered through BSU through the Study Abroad International Internship program.

12th Grade

<i>1st Semester</i>	<i>2nd Semester</i>
English IB	English IB
Math IB	Math IB
Environmental Systems IB	Environmental Systems IB
Anatomy/Physics IB	Anatomy/Physics IB
Elective/EE/CAS	Elective/EE/CAS
Spanish IB	Spanish IB
TOK B (Theory of Knowledge)	Elective

If students manage their time well, some of their senior year may be spent in an elective such as jazz band, or in dual enrollment in college courses.

PROMOTION POLICY

Progressing to the next grade level is earned through academic achievement. Further, each 7th and 8th grade students must attain a minimum of eighty percent (80%) of the total credits attempted in order to be eligible for promotion to the next grade level, at a minimum grade of C.

To be eligible for promotion to the next grade level, each 7th and 8th grade student must earn at least one credit from each of the following year long classes.

- Seventh grade: Math, Science, Reading, Language Arts, Social Studies
- Eighth Grade: Math, Science, Language Arts, Social Studies

Credit Recovery

7th & 8th grades students who do not meet the minimum credit requirements will be given the opportunity to recover credits or complete and alternate mechanism in order to become eligible for promotion to the next grade level. Credit recovery options include, but are not limited to lab classes, scheduled intervention, summer school, online courses and after school intervention.

Alternate Mechanism

By the end of their current academic year 7th & 8th grades students may demonstrate proficiency of required content standards through an alternative mechanism to determine eligibility for grade level promotion. The alternative mechanism will include, but is not limited to: improved attendance; academic growth; improved grades; ISAT scores; and end of course assessments. The alternate mechanism will be determined on an individual basis and will assess current levels of performance. Students may petition for reconsideration and must show data to support the petition. A School Review Team comprised of the administration, teacher(s) and counsellor will review each petition to determine if a student has demonstrated proficiency of the appropriate content standards. The decision of the School Review Team may be appealed to a school committee comprised of the Administration and one other school representative. The decision of the School Review Team is final.

Students who struggle academically will be referred to the RTI team (Response to Intervention), asked to create an alternative plan that applies to the student's needs and apply the plan during school hours. Parents may be asked to attend planning meetings and the student plan will be shared with parents.

Alternative criteria may include, but is not limited to, the following:

- Meet goals established in Special Education Individualized Education Plan
- Meet goals established in English Language Learner Plan
- Miss no more than four classes per quarter
- Earn grade-level team recommendation
- Finish school year with a 2.0 grade point average or higher
- Pass end-of-course exams
- Demonstrate growth on ISAT
- Participate in academic assistance such as:
 - Response to Intervention programs
 - Tutoring
 - Summer school
 - Online classes such as Idaho Digital Learning Academy

IDAHO DIGITAL LEARNING ACADEMY CLASSES

The Idaho Digital Learning Academy (IDLA) is a statewide, web-based, educational program set up to provide students with greater access to a diverse assortment of courses. North Star Charter School will use IDLA classes to supplement the curriculum and to provide remedial academic support to qualifying students. Teachers, counselors, and Administrators will identify students to participate in IDLA courses. Students may be denied the privilege of having financial support for IDLA courses if their behavioral record does not indicate the self-discipline required to succeed in these on-line courses. School Administration will work with North Star's counselor to enroll eligible students in IDLA classes in accordance with school policy 602.9.

VISITORS

As part of our effort to keep students safe, we require visitors to check in at the office and obtain a visitor's pass. Visitors may also be required to show ID.

We welcome parent visitors, but ask that you *schedule appointments with teachers or staff* so classroom teaching will not be disrupted.

All volunteers who work with students at the school must participate in a background check and fingerprinting approved through the Idaho State Department of Education, to ensure the safety of our students.

Visitors who are not authorized on campus are considered to be loitering and may be charged with trespassing. To protect students and school property, our school has a "No Loitering/No Trespassing" policy. School administrators must have immediate knowledge of any unauthorized persons inside the building or on its grounds.

Children who are not students enrolled in our school are not allowed on campus unless authorized by Administration. Unauthorized visitors are trespassing.

TRANSPORTATION

Family-Provided Transportation

Parents are welcome to transport their children to school. We ask that the entrance and exiting paths be followed to ensure a smooth flow of traffic during peak times. **Parents are not to use the southern entrance/exit, as this is reserved for busing.** Students are welcome to walk, bike, skate or scooter to school. Once they arrive at school, bikes should be locked in designated racks. Skates, skateboards, and scooters need to be carried into the school and locked into the student's locker. To ensure the safety of all students, these transportation devices cannot be used in the school or during school hours.

Bus Transportation

Students who live more than 1-½ miles from school are eligible to ride an assigned school bus without charge. Out-of-district students are responsible for their own transportation. North Star Charter School provides bus transportation for all qualifying students through Brown Bus Company. Contact Brown Bus at 466-4181 for individual bus stop locations and bus numbers.

As always our main concern is your child's safety. To help accomplish this ALL students are expected to follow the BUS SAFETY RULES. These rules are essential to keeping each child safe and to reducing the distraction to the bus driver. It also helps to ensure that your child has a pleasant ride, anytime they ride the bus.

Secondary students may not ride elementary student buses, nor vice versa. This is an agreement North Star has reached with Brown Bus to improve the safety and security of students riding the bus. Exceptions will not be made to this rule, for any reason (whether it be temporary or permanent).

Designated Bus / Permission Slip

Each student is required to ride their designated bus to and from school. Your child must have a written permission slip to ride a different bus home or to get off the bus at a bus stop that is not their regular designated bus stop. Permission slip forms can be obtained from the bus driver or from the school office.

Seating

Each driver has the authority to assign seats or establish seating arrangements as they see fit, in order to manage the students on their bus.

Bus Stops

Have your child ready to board at the designated bus stop 5 minutes before the buses regularly scheduled time. While waiting at the bus stop each student should stay out of the roadway and be respectful of other people's property. For the SAFETY of each student, there should not be any horseplay, pushing, shoving, or harassing at the bus stop.

Requirements for Student Activities Transportation

The following rules apply to extra-curricular trips:

- School administration must approve all school-related trips.
- Any out-of-state or overnight trips must also be approved by the Board of Trustees.
- Travel is by bus or other administrative approved transportation.
- Each bus must have at least one (1) school employee.
- Students must ride on school transportation both ways. The only exception is if the parent/legal guardian signs a release form at the activity to transport the student home.

COUNSELING SERVICES

North Star Charter School Counselor is available for student advocacy and assistance. Student must consult the counselor to secure information and guidance in the areas of education, career interest or planning and social development. Do not hesitate to speak to counselor if you experience difficulties or problems. Request forms to see a counselor are available at the front desk. A request must be filled out and submitted to the office in advance. The counselor will send for the student when the schedule allows.

EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES

North Star Charter School is dedicated to offering an activities program to the young men and women of North Star Charter School. It is the school's belief that there should be a proper balance between the academic and activity programs. A properly balanced and well-supervised activities program will provide social, emotional, and physical opportunities for those wishing to participate. This school will take the responsibility for providing a program that represents the interests of the majority of its students.

Extracurricular or co-curricular activities are supplements to the regular instructional programs and afford students opportunities for enrichment. Participation in extracurricular and co-curricular activities is a privilege,

not a right. As representatives of our school, students participating in such activities are expected to meet high standards of behavior. North Star Charter School will adhere to all rules and regulations of the Idaho High School Activities Association.

Definition of Extracurricular and Co-curricular Activities

- Extracurricular activities are school-authorized activities, which take place outside of the regular school day and do not involve class credit, including, but not limited to athletics, student groups or organizations, and community activities.
- Co-Curricular activities are school-authorized activities held in conjunction with a credit class, but taking place outside of the regular school day including, but not limited to drama, band or choir.

Extra-Curricular Activities at North Star Charter School

The extra-curricular program consists of a variety of challenging activities designed to appeal to diverse interests and talents. To make the most of your school experience, get involved in one of the following:

*Basketball * Cross Country * Volleyball *Student Council * Track *Ski Team
* Key Club *National Honor Society *

Dances

Admittance to all school dances may require an admission fee or presentation of the Student Activity/Identification Card. Students must arrange for transportation to and home from the dance. Students cannot leave until the dance is over or their parents pick them up. Parents are reminded that students should be picked up within 15 minutes after the dance ends. (Students staying on campus after this time may lose privileges to attend other school activities.)

Student Government

The student government, or student council, consists of elected officers that may differ with each age group. There will be a president, vice-president, treasurer, secretary, and class representatives. The student council meets regularly, at which time business is transacted and student body activities are discussed. To become a candidate for office, a student must file an appropriate petition and satisfy the academic and citizenship requirements. A plurality of votes cast is necessary for election. Once elected, student body officers must maintain academic and citizenship requirements.

ACTIVITY SUSPENSION FOR EXTRACURRICULAR OR CO-CURRICULAR ACTIVITIES

The school believes that the safety and welfare of other students may be adversely affected when students who are involved in extracurricular or co-curricular activities commit major infractions or repeated minor infractions at school or during school activities, and/or are involved in criminal conduct or drug use in any

location. At the beginning of each semester, teachers or coaches of co-curricular courses will identify for students how participation in the co-curricular activity affects their course grade. Co-curricular students who are suspended because of this policy will have the co-curricular course grade affected only if the reason for the suspension was related to course work or course expectations. Students who miss a co-curricular activity because of a suspension may ask to do, or be required to do, alternative assignments or special projects to make up the missed activity.

Activity Suspension because of a School Suspension:

A student will be immediately suspended from all extracurricular and co-curricular activities when he/she receives a suspension (not including an in-school detention) from school for any reason. The activity suspension is automatic, is for the duration of the school suspension, and runs concurrent with the school suspension. This type of activity suspension cannot be appealed.

Activity Suspension for Repeated Minor Infractions or a Major Infraction During an Activity:

A student may be suspended from an extracurricular or co-curricular activity when he/she commits a third minor infraction, or a major infraction, while engaged in an extracurricular or co-curricular activity on any school premises or at any school-sponsored activity, regardless of location. The coach or advisor will recommend

suspension to the Administration or designee. The student may be given an activity suspension for a period of time up to and including the remainder of the season or duration of the activity in that scholastic year for that activity only. If the activity suspension exceeds nine (9) school days, the parent/guardian may request an appeal as outlined in the Appeal Process of this document.

Activity Suspension for Criminal Conduct or Drug Use in Any Location During the Scholastic Year:

A student may be suspended from extracurricular and co-curricular activities when he/she has been arrested or it reasonably appears to the principal or designee that he/she has violated criminal law (other than infractions or minor traffic violations); or has been involved with drug paraphernalia, controlled substances, or drugs, including alcohol or tobacco, in any location, either on or off campus, during the scholastic year.

Students may be suspended from any form of extracurricular or co-curricular activity for a period of time to and including the remainder of their attendance in the school. Students involved will be reported to the Principal or designee and, if applicable, to the appropriate law enforcement agency. A student and his/her parent/guardian may request an appeal only in those instances where an activity suspension exceeds nine (9) calendar days. Student participants involved with drug use are subject to the provisions of the North Star Charter School Drug & Alcohol Policy.

Prior to giving an activity suspension to a student, the Administration or athletic director shall grant the student an informal hearing regarding the reasons for the activity suspension. If an emergency activity suspension is necessary, an informal hearing will be held as soon as possible after the emergency ceases to exist.

Appeal Process

A student and their parent/guardian may appeal an activity suspension that exceeds nine (9) school days and is not related to a school suspension. The decision of an appeal panel consisting of school officials is final. The decision cannot be appealed to the Principal or Board of Trustees. A student is not allowed to participate during the appeal process.

Infractions That Occur During Out-of-School Trips

During an out-of-school trip, if the authorized person in charge of the activity determines that a student should be sent home early because of criminal conduct, drug use or a major infraction, the authorized person will notify the parent/guardian, and ask him/her to take charge of the return of the student. The parent/guardian will pay any expenses incurred for the return of the student.

General Definitions

Activity Suspension or Suspension from Extracurricular or Co-Curricular Activities means that suspended students shall not travel, dress in uniform, associate or participate with the team or group at its scheduled event(s). Suspended students may be allowed to participate in practices/meetings; however, the Principal or designee may deem it necessary for students to be withheld from practices/meetings for the duration of the suspension.

Emergency Activity Suspension is defined as imposition of an activity suspension by a Principal or his/her designee prior to an informal hearing when it is necessary to protect the health and safety of the individual(s) involved and immediate action is appropriate.

Minor Infraction shall mean a minor deviation from acceptable behavior or stated student expectations that occur while the student is engaged in the extracurricular or co-curricular activity and which is not material or substantial. Students will be given notification of the first minor infraction. Students and

parents will be given notification of the second minor infraction through a conference and will be informed that a third minor infraction may result in activity suspension.

Major Infraction shall mean a material or substantial deviation for acceptable behavior or stated student expectations which occurs while the student is engaged in the extracurricular or co-curricular activity, including but not limited to insubordination toward or non-compliance with the person in charge of the activity, verbal or physical abuse (hazing, fighting), refusal of a student to identify him/herself to school personnel upon request.

Expectations for Athletic and Extra-curricular Participation

Participants in any extra-curricular activity including but not limited to sports, dances, clubs, music, drama, and leadership will be expected to follow the standards listed below: Violation of the Conduct of Students may result in further disciplinary action from the coach/advisor/administrator.

- Be courteous to opponents, fans, and cheerleaders.
- Be positive and cooperative.
- Respect and abide by the officials or coaches decisions.
- Exercise self-control at all times. Never “boo” an official, coach, cheerleader, player or advisor.
- Learn to win with character and lose with dignity.
- Follow the appropriate dress standards established by the school, coaches and advisors.
- If suspended, the student may not participate in any activity during the time of the suspension.
- Follow the attendance policy. On days of an extra-curricular event, the participating student must be present at least four of the class periods to be eligible to participate in that day’s event. On the school day following any activity, event or contest participants are expected to be in attendance at school.
- Display appreciation for a good performance or play regardless of the team.

Each week an athletic eligibility and extra-curricular checklist will be conducted. Students participating in any event will be required to:

- Have a C or better grade in every class.
- Have zero behavioral referrals from any teacher or staff member.
- Have good attendance without tardies or excessive absences.

Any of the above issues may result in athletic probation and ineligibility or denial of participation from club or other said events.

PE Uniforms

Students will be required to wear appropriate PE attire during all physical education classes. Uniforms will be available for purchase at the school during registration, or you may purchase them elsewhere. More detailed information will be given to students when they begin PE class.

Athletic Insurance

Every student participating in athletics must be covered by insurance. Independent insurance may be purchased if the student is not covered by family insurance. The insurance contract is between the insurance company and the insured student. Forms are available at the front office.

Physicals

All students wishing to participate in athletics must have a physical examination. Forms are available at the front office. All physicals must be done before the student can participate in sports.

Fund-raising Activities

Most of the activities, clubs, organizations, and classes conduct fund-raising activities during the school year. These must be approved in advance by the administration, and all funds collected are dispersed to the student body fund according to established guidelines. Students collecting money for school organizations must turn in the money to the faculty sponsor on a daily basis. Students may not use the school, or represent the school, to conduct fund raising activities to benefit outside organizations (not school-related).

HEALTH AND WELL-BEING

Illness Guidelines

The following are guidelines for keeping your child home from school to ensure his/her well being and prevent the spread of illness:

- A 100-degree temperature or more.
- Nausea, vomiting, abdominal pain, diarrhea.
- Nasal discharge with a yellow/green color.
- Student with more lethargy than usual.
- Cough in combination with other symptoms.
- Contagious process- rash, pink eye, head lice, etc.

Health and Emergency Policy

If a student is injured or becomes ill at school, efforts will be made to notify the parent/guardian. If parent/guardian cannot be reached, the designated emergency contact will be notified. **Please advise the school of any changes in telephone numbers, places of work, or emergency contacts.**

In the event of serious illness or injury, the Ada County paramedics may be notified to assess the student's condition and transport to the emergency room if they determine it is necessary. Every effort will be made to contact the parent, who may then meet the student at the emergency room or at school. **It is the parent's responsibility to pay for medical services – including transportation to the emergency room.**

The school has personnel trained in performing CPR and first aid; these personnel along with the school administrators will be responsible for determining the need to call for further medical assistance. **If your student has a chronic or acute health condition that may affect them at school, please contact the office.**

Immunizations

Idaho State Law (39-4801) requires students enrolling in all Idaho schools to provide proof of the following

Immunizations based on date of birth:

Students born *after September 1, 1999 and through Sept. 1, 2005:*

- 5 DPT or DTaP (diphtheria, tetanus, pertussis)
- 3 OPV or IPV (polio)
- 2 MMR (measles, mumps, rubella)
- 3 Hepatitis B

Students born **on or before September 1, 1999:**

- 4 DPT or DTaP (diphtheria, tetanus, pertussis)
- 3 OPV or IPV (polio)
- 1 MMR (measles, mumps, rubella)
- 3 Hepatitis B

Additionally, students admitted to 7th grade during 2011-2012 school year and each year thereafter:

1 Tdap (tetanus, diphtheria, pertussis)
1 Meningococcal

Any student enrolling, transferring or returning after withdrawing must show verifiable documentation or immunization at entry or re-entry. Exemption from this law is allowed for medical, personal or religious reasons. Any student claiming an exemption must have an Idaho Exemption form on file at school. Exemption forms are available from the school nurse. Students with exemptions may be excluded from school for an extended period in the event of an outbreak of a disease for which the student is not fully vaccinated.

MEDICATION

For students who *require* medications to be kept and/or distributed within the school setting, North Star requires annually updated documentation from a physician or nurse. This documentation must include:

- Why it is necessary (not convenient) to administer medication in the school setting, by school staff
- Specific instruction on *how* to administer such medication
- Name of medication
- Doctor's name and contact information
- Reason for taking the medication
- Dosage and length of time to be administered
- Physician signature
- Parent/guardian signature

Parents are asked to schedule a face-to-face meeting with Administration prior to school starting, to discuss medications. Medication **will not** be distributed to students without this prior documentation on file.

Required medications will be kept in a locked area, by school administration. Individuals designated to administer medications to students will do so only under supervision of school administration, within the perimeters identified by the child's nurse or physician.

Students who require emergency medication to treat life threatening medical conditions may carry their medication with them and self-administer in accordance with school procedures after meeting with administration. In case of life threatening medical conditions, a school nurse or designee may administer emergency oral, rectal, and/or injectable medication to any student in need thereof on the school grounds, or in the school building. The school's office must be advised of student's emergency self-medication(s) and related needs through a meeting with school administration.

If a student *must* take non-emergency medication (non-prescription or prescription) at school, the medication is to be administered through the office - students may not keep non-emergency medications on their persons. The medication must be in the original container. The medication must be accompanied by a written release on file with the office and a letter indicating why it is necessary to be administered during school hours. Dosage and length of time must be specified.

In the absence of a school nurse, an administrator or designated staff member who has completed training in assisting with medication, may give emergency medication to students. There must be on record a diagnosed medical condition that requires prompt treatment to protect the student from serious harm or death.

For more information, see North Star policy 504.11.

Medical Insurance

Even with the greatest precautions and the closest supervision, accidents can and do happen at school. They are a fact of life and part of the growing-up process our children go through. Parents need to be aware of this and be prepared for possible medical expenses that may arise should their child be injured at school.

North Star Charter School does **not** provide medical insurance to automatically pay for medical expenses when students are injured at school. This is the responsibility of the parent(s)/legal guardian(s). North Star Charter School carries only legal liability insurance. Parents, please be prepared to pay for your child's possible medical expenses.

The office keeps first aid kit and emergency medication to be administered for small emergencies and mishaps.

GENERAL POLICIES

Public Displays of Affection

North Star Public Charter School relies on parents to educate their children regarding dating morals and dating behaviors. However, a display of affection is considered unacceptable during school, while on the school premises, as well as at all school activities and functions.

Course Changes/Transfers

Schedule and class changes are disruptive for both students and teachers. In addition, our increasing enrollment has limited our flexibility to make schedule changes. Schedule changes will only be made as a last resort, when all other options to address the issue have failed. Parents must submit a written request to counselor stating the reasons for requesting a change. The request must include documentation of conferences between the parent and teacher and/or team. The request must be received at least two weeks prior to the end of the grading period. Students will only be transferred at the end of the grading periods.

Student Records

Any student, parent, or legal guardian may have access to records (cumulative folders), which pertains to them personally. Unless there is a court order prohibiting it, non-custodial parents are allowed to see these records. Administrators may disclose personal information about students without prior consent from the parent/guardian if it is deemed necessary by the administrator. Cumulative records are available to certified staff. Records of a confidential nature are not open, and remain with the person responsible for them (i.e. administrators, counselor, etc.).

Moving

During the school year, please notify the school if there are any changes to your student's home address or phone number.

Withdrawal From School

If it is brought to the attention of the Administration of North Star Charter School that a family desires to withdraw their student(s) from North Star Charter School, a withdrawal form will be provided to the parent. This form shall be completed and returned to the Administration Assistant of North Star Charter School within 2 business days of receipt. If the form is not completed and returned within 2 business days, personal contact shall be made with the parent by the Administrator of North Star Charter School or its designee to notify the parents that the student has been administratively withdrawn from North Star Public Charter School. Confirming written communication shall be sent to the parent(s) of the student.

- A parent/guardian must notify the school office as early as possible regarding the student's withdrawal. Notification can be a visit to the school (preferred), written note or phone call.
- The student will complete a check out form on their last day of attendance.

- Student/parent will be issued a completed check out form as well as birth certificate and immunization record (as needed) to take to the new school.
- **All schoolbooks and equipment must be returned on the student's last day of attendance.**
- Parent/guardians will be charged for all books or equipment that is not returned.

Lockers

Students are advised to keep their locker combinations to themselves. Lockers may only be shared with administrative approval. Do not exchange lockers without approval from the office. Locker combinations will only be changed or lockers exchanged for security reasons. Backpacks should be kept in lockers. Lockers and desks remain the property of the school. The school is authorized to open lockers and desks to examine their contents, including personal belongings of students, when officials have reasonable cause to believe that the contents threaten the safety, health, or welfare of students or include suspected stolen property or items, which are specifically prohibited by law, Board Policy, or school regulations. Students are personally responsible for all contents of their lockers and desks. Administrators may impose disciplinary consequences for violation of locker policies. Idaho I 8-3302D (2).

Messages

We are anxious to maximize students' uninterrupted learning time. We deliver emergency messages at the time of the call. Balloons, flowers, and other special deliveries are kept in the office until the end of the day. The recipients will be notified during their final class period. Any lunches or personal belongings dropped off in the office, can be picked up by the student during their lunch time.

Telephone Use

An office phone is available in case of emergencies only before and after school, and during lunch. Students must obtain permission at the front office for using the school's telephone.

Lunch Program: Students may bring a lunch from home or purchase from our lunch vendor.

North Star has contracted with a new lunch vendor, and our lunches are taking on a whole new look! This year we will have a variety of hot entrees brought in each day, such as Chicken Pot Pie, Lasagna, and Pulled Pork Sliders. As in the past pre-ordering will be required. For more information, check our website: <http://www.northstarcharter.org/lunch-information/>

Closure Procedures for Weather Emergencies

The decision to close school will be made as early as possible, preferably the night before. Tune into your local TV station (channels 2, 6, or 7) for closure information between 5:45 and 6:00 a.m. Please check our website and Facebook page. Please do not call the school.

LOST, STOLEN OR CONFISCATED ITEMS

Personal property

The best method for students to protect their personal property is to **leave valuables at home**. Items brought to school should be secured in lockers. The school is not responsible for items lost or stolen.

Confiscated materials

Items that may disrupt classroom instruction or our safe environment will be taken away. Any weapons, drugs, alcohol, inappropriate material confiscated from a student will not be returned. The school is not responsible for confiscated items that are lost or stolen.

APPENDIX M

School Closure Protocol

Background

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

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

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

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

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

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

Introduction

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

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

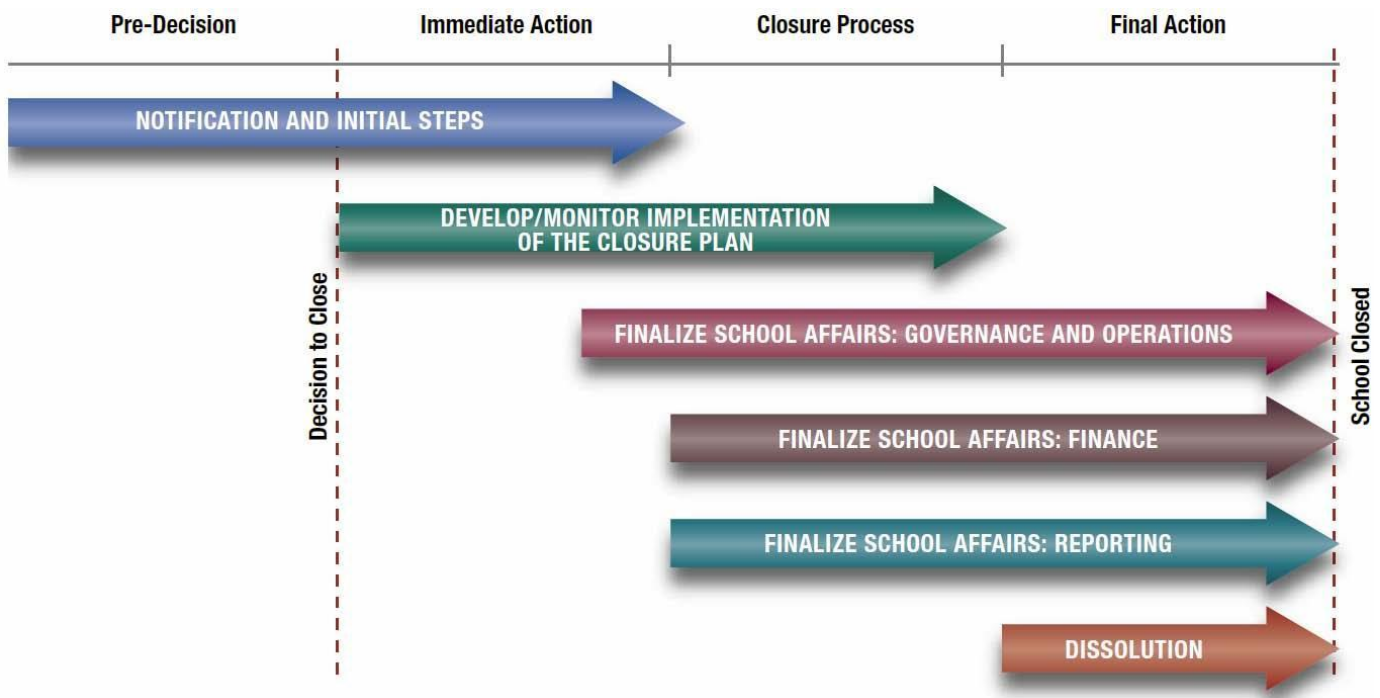
Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes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

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

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

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

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Meet with PCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator and a representative of the school's board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to: <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
Notify Parents / Guardians of Potential Closure 1. Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
Notify School Districts Materially Impacted 1. Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to: <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
Review and Report on Finances 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.	School, PCSC, SDE			

<p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. 2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records. 	<p>School, PCSC</p>			
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Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Establish Transition Team, Develop Closure Plan, and Assign Roles 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.	School, PCSC, SDE			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
Submit Final Closure Report Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including business services will end.	School			
Notify Contractors and Terminate Contracts <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
Notify Employees and Benefit Providers <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain and Organize Records <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. Determine where records will be stored after dissolution. 	School			
Transfer Student Records and Testing Material <ol style="list-style-type: none"> Ensure that all student records are organized and complete Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. Document the transfer of records to include: <ul style="list-style-type: none"> Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
Inventory Assets and Prepare Federal Items for Pick-up <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (ie. ID Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Not that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. If the school owes the state money, it should list the SDE as a creditor and treat it accordingly.	School, SDE			

October 9, 2014

Idaho PCSC Sample Closure Protocol 11

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer.	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government.	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> The school's total enrollment at the start of the final semester The number and percentage of student records that have been transferred prior to closure The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> The school's total number of staff at the beginning of the final semester The number and percentage of personnel records that have been distributed to staff and/or new employers If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Dissolve the Charter School (I.C. § 30-3-110) <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
Notify the Secretary of State (I.C. § 30-3-112) <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
Notify Known Claimants (I.C. § 30-3-114) Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.	School			
End Corporate Existence (I.C. § 30-3-113) A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including: <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.	School			

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

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

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹

APPENDIX N BOND STRUCTURE SUMMARY

IDAHO HOUSING AND FINANCE ASSOCIATION
\$6,000,000 NONPROFIT FACILITIES REVENUE REFUNDING BONDS
(NORTH STAR CHARTER SCHOOL, INC. PROJECT) SERIES 2014A
\$5,798,156 NONPROFIT FACILITIES REVENUE REFUNDING CAPITAL APPRECIATION
SUBORDINATE BONDS (NORTH STAR CHARTER SCHOOL, INC. PROJECT) SERIES 2014B
\$345,000 NONPROFIT FACILITIES REVENUE REFUNDING BONDS
(NORTH STAR CHARTER SCHOOL, INC. PROJECT)
SERIES 2014C (FEDERALLY TAXABLE)

Prior to May 29, 2014, NSCS was obligated under revenue bonds issued in 2009 (Series 2009 Bonds) to service approximately \$12 Million in debt associated with the take-out of a construction loan obtained to build the NSCS facility on Linder Street. (Note that the \$12 Million technically consisted of two bond issues, one in the approximate amount of \$300,000 issued as a federally taxable bond due to IRS rules concerning taxability of finance income for “costs of issuance” of a bond, and the second for the remainder of the \$12 Million issued as tax exempt bonds.) The interest rate associated with the Series 2009 Bonds was 9.5%. The annual debt service associated with those bonds was approximately \$1,200,000. The debt service level was not sustainable given current State funding levels.

On May 29, 2014, NSCS concluded a year-and-a-half-long negotiation and put in place a mutually agreeable bond restructuring with 100% of the holders of the Series 2009 Bonds. On that date, the 2009 Series Bonds were deemed to be defeased, cancelled and voided. In exchange for the cancellation of the Series 2009 Bonds, NSCS (acting through the Idaho Housing and Finance Association) issued new bonds as listed above (the Series 2014 Bonds). The Series 2014 Bonds were comprised of three series subsets: Series 2014A (issued with three sequential terms), Series 2014B and Series 2014C. The total amount of all three segments of the Series 2014 Bonds was just over \$12.14 Million. Detailed specifications for the three segments are listed below.

The Series 2014A and 2014C bonds (with total face amount of \$6.3 Million) will be serviced in due course and both accrue interest at 6.75%. These two series constitute the regular debt of the school and will require, with annual variations, just under or just over \$490,000 per year in debt service (as opposed to \$1.2 Million under the requirements of the now defunct Series 2009 Bonds.) This level of debt service is fully sustainable and was agreed to by both NSCS and the bondholders based upon financial modeling conducted by both NSCS and outside consultants selected by the Bondholders over the full course of the 2013-2014 academic year.)

The remainder of the pre-existing debt (Series 2009) amounted to just under \$5.8 Million (note that value variations occur by virtue of new costs of issuance incurred in the restructuring.) In negotiations with the bondholders, discussions occurred concerning the notion that if by some unexpected cause NSCS should obtain significantly higher revenues (the specific discussion centered around increases in State funding formulas) it would be fair for the bondholders to recover some small portion of \$5.8 Million principle lost in the restructuring. To address that concern, the Series 2014B bonds were created. Pursuant to the terms of the Series B Bonds, NSCS will determine at the end of each school fiscal year if there are excess funds remaining. If so, those funds will first be used to pay into the rebuilding of reserves. Once reserves have been restored to specified levels, excess year-end funds, if any, will be used to pay against the 2014B Bonds. If no such excess reserves are available year to year, then no payment will be required year to year. No default can be deemed to occur by virtue of a failure to have excess funds to pay against the 2014B Bonds. The parties fully expect, and have explicitly agreed both in bond documentation and in the Private Placement Memorandum issued with the Bonds, that full or even significant repayment of the 2014B Bonds is very highly unlikely by the maturity date for the 2014B Bonds (2049). The parties have agreed that in the year 2049 there will be a renegotiation of the remaining debt associated with the 2014B Bonds. The 2014B Bonds accrete at the annual rate of 5%.

In summary, NSCS started with \$12 Million debt at an interest rate of 9.5% and annual debt service of \$1,200,000. After the restructure, NSCS will be required to service (on a regular basis) \$6.3 Million at an interest rate of 6.75% and annual debt service of +/- \$490,000. NSCS will over the course of the next 35 years also occasionally and as (and only as) able make debt service contributions against \$5.8 Million accreting at 5% with no required debt service absent excess year-end funds and then only after the rebuilding of reserves. Thirty-Five years from now, NSCS will renegotiate the 2014B bonds.

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We note also that during the course of the restructuring negotiations, NSCS has fostered and built an unusually collaborative and valuable relationship with its bondholders and bond trustee. The bondholders have in an active spirit of collaboration contributed and continue to contribute value-added recommendations, comments and ideas beyond what would normally be expected from any creditor. This new communication and spirit of common purpose is an unexpected bonus deriving from the restructuring negotiations.

SCHEDULE

**NORTH STAR CHARTER SCHOOL PROJECT
Idaho Housing and Finance Association Bonds**

\$6,000,000

**NONPROFIT FACILITIES REVENUE REFUNDING BONDS
(NORTH STAR CHARTER SCHOOL, INC. PROJECT)**

SERIES 2014A

\$525,000 Term Bond due July 1, 2028; Rate 6.750%; Yield 6.750%; Price 100.0%
\$710,000 Term Bond due July 1, 2036; Rate 6.750%; Yield 6.750%; Price 100.0%
\$4,765,000 Term Bond due July 1, 2048; Rate 6.750%; Yield 6.750%; Price 100.0%

\$5,798,156

**NONPROFIT FACILITIES REVENUE REFUNDING CAPITAL
APPRECIATION SUBORDINATE BONDS
(NORTH STAR CHARTER SCHOOL, INC. PROJECT)**

SERIES 2014B

Principal Amount \$5,798,156
Due Date July 1, 2049
Principal per \$5,000 at Maturity 884.00
Offer Price per \$5,000 at Maturity 884.00
Compounding Interest Rate Accreted 5.00%
Value at Maturity \$32,795,000

\$345,000

**NONPROFIT FACILITIES REVENUE REFUNDING BONDS
(NORTH STAR CHARTER SCHOOL, INC. PROJECT)**

SERIES 2014C (FEDERALLY TAXABLE)

\$345,000 Term Bond due July 1, 2024; Rate 6.000%; Yield 6.000%; Price 100.0%

APPENDIX O BUSINESS ARRANGEMENTS

Current Business Arrangements

VENDOR NAME	DESCRIPTION
A STREET SMART ACADEMY	DRIVERS EDUCATION CONTRACTOR
ALARM STAR CO	QTRLY MONITORING
AMERICAN PREPATORY SCHOOLS	CONSULTANT FEES
ANDERSON JULIAN & HULL	LEGAL REPRESENTATION
AT CONFERENCE	CONFERENCE CALLING
BLUE SHIELD OF IDAHO	HEALTH INSURANCE PROVIDER
BORTON LAW OFFICES	LEGAL REPRESENTATION
BROWN BUS	TRANSPORTATION CONTRACTOR
CAPSTONE PRESS INC	MYON READING PROGRAM
CHILDREN'S THERAPY PLACE	SPEECH THERAPY CONTRACTOR
COBRA HELP	COBRA ADMINISTRATION
FISHERS	CONTRACT FOR COPIES
G & A FOODS	LUNCH FOOD VENDOR
GIBBONS SCOTT & DEAN	CPA/AUDITOR
GIVENS PURSLEY	LEGAL REPRESENTATION
GREATAMERICA LEASING CORP	PHONE SYSTEM LEASE
HEALTH EQUITY INC	H.S.A. THRID PARTY ADMINISTRATOR
IDAHO ASSOCIATION OF SCHOOL ADMINISTRATORS	2013-2014 ANNUAL SUBSCRIPTION
IDAHO CHARTER SCHOOL NETWORK	2013-2014 ANNUAL FEE
IDAHO SCHOOL BOARD ASSOCIATION	FY 2014 MEMBERSHIP DUES
IDAHO SELF STORAGE	STORAGE UNIT RENTAL
INTERNATIONAL BACCALAUREATE	ANNUAL IB FEES
ITG/CORPORATE TECHNOLOGIES	TECHNOLOGY SUPPORT
JASON LOWRY	JANITORIAL SUPPORT
JOSTENS	YEARBOOKS
KELLY SERVICES INC	ADMINISTRATIVE SUPPORT
LIFEMAP ASSURANCE COMPANY	DENTAL INSURANCE PROVIDER
MORETON & COMPANY	LIABILITY INSURANCE PROVIDER
MOUNTAIN STATES APPRAISAL	APPRAISER
NASSP	NATIONAL HONOR SOCIETY
NCS PEARSON INC.	POWERSCHOOL LICENSE 13-14
NETWORK BILLING SYSTEMS	PHONE SERVICE
PAIGE MECHANICAL	HVAC SERVICE
PITNEY BOWES	POSTAGE MACHINE
SKINNER FAWCETT	LEGAL REPRESENTATION
SOLUTIONPRO/INVOLTA	BANDWIDTH/TECHNOLOGY
STATE INSURANCE FUND	WORKERS COMPENSATION INSURANCE
SUMMER LAWNS INC.	GROUPS MAINTENANCE
U.S. BANK EQUIPMENT FINANCE	MONTHLY CONTRACT FOR COPIERS
UNITED HERITAGE	LIFE INSURANCE PREMIUM PROVIDER
WEST VALLEY TECHNICAL SERVICES	TECHNOLOGY SUPPORT
WORRELL COMMUNICATIONS	PUBLIC RELATIONS CONTRACTOR

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Idaho Public Charter School Commission
Charter Petition: Budget Assumptions
School Name: NORTH STAR CHARTER SCHOOL

APPENDIX P: Financial Assumptions

Revenue

Explanations related to Key Revenue Line Items (required)

Line Item	FY 14 (Current) Amount	FY 15 Amount	FY 16 Amount	FY 17 Amount	Assumptions / Details / Sources
State Support	4,438,030	4,697,270	4,741,584	4,791,658	Enrollment assumptions flat over three years 996, representing 52.49 support units
Title VIB	51,000	51,000	52,020	53,060	For the school year 2013-14, Title VIB funds were received from the authorizer. The funds received represented Federal funds less OT and PT services provided by the authorizer
Other local income	48,697	0	0	0	Registration and miscellaneous receipts
Other state funding:					2014-15
State Facility funding	111,000	177,083	177,083	177,083	(total enrollment-984 *\$180), future years will be dependent upon overall education budget levels, therefore will leave at 2014-15 budget level
Math & Science funding	2,500	2,500	2,500	2,500	New state funding 2014-15 and forward based on - (Est ADA-944*\$14)
Content and curriculum	0	13,222	13,222	13,222	New state funding FY 15 forward based on - (support units - 52.49* \$135)
IT staff support	10,000	10,000	10,000	10,000	New state funding of PD for FY 15 forward based on (Cert FTE - 46* \$390)
ISEE phase 2	0	7,086	7,086	7,086	State one time Submission of three year PD plan, funds received in July 2014
Professional development	0	17,940	17,940.00	17,940.00	New state program for 2014-15 forward based on - (Cert FTE - 46* \$850)
Safe and drug free and other PD	0	9,926	33,062.40	33,062.40	Represents State program for 2013-14 only
Leadership	0	39,100	39,100	39,100	Represents current state funding programs for 240 and 245 funds, assumes no growth over time
Differential Pay	72,193	0	0	0	
Funds 240 & 245	62,176	69,889	69,889	69,889	
Sub total Other State Funding	257,869	345,746	369,882	369,882	
	0	0	0	0	
REVENUE TOTALS	4,795,596	5,095,015	5,163,486	5,214,601	

Expenses by Category & Budget

Staffing (required)

CERTIFIED STAFF	FY 14 (Current)		FY 15		FY 16		FY 17		Assumptions / Details / Sources
Classroom teachers	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
staffing:Elementary teacher	23	998,569	20	861,953	20	887,812	20	937,970	Moved three 6th grade classes and teachers to Middle School within the secondary program; beyond 2014-15, no anticipated need in Elementary to expand based on current enrollment

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staffing-Secondary teacher	20	914,892	25	1,151,083	25	1,185,615	25	1,197,471	Added three 6th grade classes and teachers to Middle School within the secondary program; beyond 2014-15, no anticipated need in Secondary to expand based on current enrollment
staffing-leadership award		74,831		39,100		0			Differential pay for 2013-14 was a one year only program. New program 2014-15, budget based on SDE formula, not known beyond 2014-15
Classroom Teacher Subtotals	43	1,988,292	45	2,052,136	45	2,073,427	45	2,135,441	
Special Education									
staffing-Sped teacher	2	71,101	2	68,381	2	70,432	2	71,136	Based on current SPED enrollment of 40 students (8% of total enrollment), we do not anticipate a significant change over time, therefore, no additional certified SPED staff anticipated
Special Education Subtotals	2	71,101	2	68,381	2	70,432	2	71,136	
Other Certified Staff									
staffing-Admin - certified	2	127,735	0	201,000	0	201,503	0	202,006	Add one certified admin in 2014-15, do not anticipate further additions in the near future
Other Certified Staff Subtotals	2	127,735	0	201,000	0	201,503	0	202,006	
CERTIFIED STAFF TOTALS	47	2,187,128	47	2,321,516	47	2,345,361	47	2,408,583	

CLASSIFIED STAFF			FY 14 (Current)		FY 15		FY 16		FY 17		
Position	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
staffing-paras/subs	18	220,321	15	206,970	15	207,487	15	208,006	Based on current regular and SPED enrollment, no anticipated staff increases beyond 2014-15; approximately 1/3 of para support (\$70k) is for SPED students		
staffing-admin/front office	6	188,442	2	252,520	2	258,422	2	244,068	nominal pay increases unless increases in state funding		
Facility support	3	30,788	-1	51,840	-1	52,797	-1	53,803	5% increase per year based on building needs		
CLASSIFIED STAFF TOTALS	26	439,550	15	511,329	15	518,707	15	505,877			

BENEFITS		FY 14 (Current)		FY 15		FY 16		FY 17		
Position		Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
PERSI		11.32%	265,102	11.32%	294,059	11.32%	302,689	11.32%	305,273	No rate increase over time
FICA/medicare		7.65%	187,109	7.65%	209,921	7.65%	216,090	7.65%	217,941	No rate increase over time
Group insurance		405	209,870	446	240,928	450	265,406	455	268,013	ACA rate increase 10% 2014-15; 1% thereafter
PERSI - retirement sick leave - secondary		1.16%	26,335	1.16%	29,213	1.16%	30,088	1.16%	30,350	No rate increase over time
BENEFIT TOTALS			688,415		774,121		814,273		821,578	

Board of Directors (required)

Line Item	FY 14 (Current) Amount	FY 15 Amount	FY 16 Amount	FY 17 Amount	Assumptions / Details / Sources
Audit	11,500	11,500	11,730	11,965	nominal annual increases
Legal	39,992	10,000	10,200	10,404	2013-14 included bond restructuring fees
Bond restructuring fees	67,029	0	0	0	2013-14 included bond restructuring fees
Prof fees	0	15,000	15,687	15,993	2014-15, based on our loan agreement have \$12k for Advisory fee for use of educational expert
Authorizer Fee	15,554	15,613	15,613	15,613	Statutory Charter Authorizer fee
Miscellaneous	1,000	1,069	1,090	1,112	Misc board expense
BOARD TOTALS	135,075	53,182	54,320	55,087	

Educational Program / Curriculum (required)

FINAL PCSC Budget Assumptions 09-03-14

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Line Item	FY 14 (Current) Amount	FY 15 Amount	FY 16 Amount	FY 17 Amount	Assumptions / Details / Sources
educational program-texts:					
elementary	271	6,835	6,971	7,111	Text materials
secondary	1,442	11,177	11,233	11,289	Text books
SPED	0	226	231	236	Text materials
educational program-supplies & equipment:					
elementary	21,488	19,087	19,469	19,858	Paper, classroom consumables and misc classroom equipment
secondary	32,510	28,731	29,306	29,892	Paper, classroom consumables and misc classroom equipment
SPED	2,249	3,969	4,048	4,129	Paper, classroom consumables and misc classroom equipment
IDLA expense	3,075	2,525	2,575	2,626	for secondary students that require schedule adjustments
educational program-sped contracted services	38,354	40,897	41,715	42,549	Represents Speech therapy services contracted directly by the school
educational program-IB fees and training:					
Annual IB fees	10,800	10,800	10,800	10,800	Annual IB license fee flat over time
Staff training	27,780	5,108	15,448	15,973	Staff training, based on current staffing
EDUC PROGRAM TOTALS	137,969	129,355	141,796	144,463	

Technology (required)

Line Item	FY 14 (Current) Amount	FY 15 Amount	FY 16 Amount	FY 17 Amount	Assumptions / Details / Sources
Contracted services	60,465	40,540	41,351	42,178	Vendor support for IT system, 2% thereafter
Software licenses	8,132	10,000	10,200	10,404	Various annual license renewals, 2% thereafter
Purchased services	15,570	9,711	9,905	10,104	Telephone, wireless network systems, 2% thereafter
Purchased equipment	7,417	9,000	9,180	9,364	Projectors and various hardware support items, 25% thereafter
Other	3,279	3,091	2,605	2,109	Miscellaneous
TECHNOLOGY TOTALS	94,863	72,342	73,241	74,158	

Facilities Details (required if not provided w/facilities information)

Line Item	FY 14 (Current) Amount	FY 15 Amount	FY 16 Amount	FY 17 Amount	Assumptions / Details / Sources
Building repairs & maintenance	0	0	0	0	
General repairs	5,586	5,698	5,812	5,928	General day to day fix it materials
Custodial supplies	12,522	12,772	13,028	13,288	Janitorial and floor supplies
Cleaning	16,626	0	0	0	Conveted contract service to employee for FY 15 forward
HVAC, Infrastructure and roof	3,965	4,044	4,125	4,208	General maintenance and annual inspection fees
Other	1,273	2,908	3,729	4,604	various fix it projects
Building alterations	37,099	96,000	38,400	7,680	Redsign library into classroom 2014-15, general deferred maintenance, painting and refinishing floors
Grounds expense	12,313	15,871	16,664	17,498	Annual Lawn maintenance and parking lot painting and maintenance
FACILITY TOTALS	89,384	137,293	81,758	53,206	

Utilities (required if not provided w/facilities information)

FINAL PCSC Budget Assumptions 09-03-14

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Line Item	FY 14 (Current) Amount	FY 15 Amount	FY 16 Amount	FY 17 Amount	Assumptions / Details / Sources
utilities-gas/electric/water/sewer	56,466	59,777	60,973	62,192	inflational increases only
utilities-communications	14,948	18,111	8,273	8,439	Wireless, telephone lines, inflational increases only
UTILITIES TOTALS	71,414	77,888	69,246	70,631	

Transportation (optional)

Line Item	FY 14 (Current) Amount	FY 15 Amount	FY 16 Amount	FY 17 Amount	Assumptions / Details / Sources
Brown Bus	390,713	390,884	398,702	406,675	Move 6th grade to secondary buses 2014-15, inflationary increases thereafter
TRANSPORTATION TOTALS	390,713	390,884	398,702	406,675	

Other Expenses (optional)

Line Item	FY 14 (Current) Amount	FY 15 Amount	FY 16 Amount	FY 17 Amount	Assumptions / Details / Sources
Liability Insurance	22,899	23,450	23,919	24,397	inflational increases only
Workers Compensation Insurance	16,081	16,373	16,701	17,035	inflational increases only
Marketing & website	7,764	16,831	22,968	18,084	Web upgrade in 2016, otherwise inflationary increases only
Contracted services - Admin	10,785	1,800	1,836	1,873	Various system administration fees (Cobra, 2M Budget system, storage unit, and security
Office supplies	23,107	20,209	20,613	21,025	inflational increases only
Professional development	2,514	48,363	48,484	48,968	Sustained PD each year, common core, IB and general PD
	0	0	0	0	
other expenses-misc	1,296	1,000	1,020	1,040	Misc items
OTHER EXPENSES TOTALS	84,445	128,025	135,539	132,422	

Total Expenditures before debt service	4,318,957	4,595,936	4,632,944	4,672,680
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Control total	0	0	0	0
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Excess revenues available to for debt service	476,639	499,080	0	530,543	0	541,921
Annual debt service	405,000	481,036		494,379		496,241
Net excess revenues	71,639	18,044		36,164		45,680

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NORTH STAR CHARTER SCHOOL --- FY14 BUDGET SUMMARY

APPENDIX Q: Financial- Current Year Budget

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE							
414100 Tuition	-	-	-	-	-	-	
415000 Earnings on Investments	-	852.27	848.27	4.00	100%	848.27	
416100 School Food Service	-	-	-	-	-	-	
416200 Meal sales: non-reimbursable	-	-	-	-	-	-	
416900 Other Food Sales	-	-	-	-	-	-	
417100 Admissions / Activities	-	-	-	-	-	-	
417200 Bookstore Sales	-	-	-	-	-	-	
417300 Clubs / Organization Fees, etc.	-	-	-	-	-	-	
417400 School Fees & Charges/Fundraising	-	-	-	-	-	-	
417900 Other Student Revenue	-	-	-	-	-	-	
419100 Rentals	-	-	-	-	-	-	
419200 Contributions/Donations	47,500.00	58,376.00	121,088.86	(62,712.86)	207%	121,088.86	Includes registration fees, fundraisers and donations
419900 Other Local Revenue	50,000.00	40,469.00	107,156.95	(66,687.95)	265%	107,156.95	Includes sped reimbursement from authorizer, afterschool kindergarten program and various club funds
431100 Base Support Program	3,580,459.00	3,676,970.00	3,699,574.75	(22,604.75)	101%	3,699,574.75	
431200 Transportation Support	300,000.00	265,678.00	262,601.65	3,076.35	99%	262,601.65	
431400 Exceptional Child Support	-	-	-	-	-	-	
431600 Tuition Equivalency	-	-	-	-	-	-	
431800 Benefit Apportionment	482,379.00	495,382.00	462,055.70	33,326.30	93%	462,055.70	
431900 Other State Support	-	18,611.00	18,611.00	-	100%	18,611.00	See 240 fund
437000 Lottery / Addtl State Maintenance	-	-	-	-	-	-	
439000 Other State Revenue	231,419.00	269,125.00	260,828.46	8,296.54	97%	260,828.46	Includes facilities, differential pay, and other legislated special distributions
442000 Indirect Unrestricted Federal	-	-	-	-	-	-	
443000 Direct Restricted Federal	-	-	-	-	-	-	
445000 Title I - ESEA	-	-	-	-	-	-	
445500 Child Nutrition Reimbursement	-	-	-	-	-	-	
445600 Title VI-B IDEA	-	-	-	-	-	-	
445900 Other Indirect Restricted Federal	-	-	-	-	-	-	
451000 Proceeds	-	-	78.18	(78.18)	-	78.18	See 310 fund
460000 Transfers In	386,219.00	405,000.00	715,000.00	(310,000.00)	177%	715,000.00	Internal transfers between various funds does not represent an additional source of revenue.
TOTAL REVENUE	\$5,077,976.00	\$5,230,463.27	\$5,647,843.82	(\$417,380.55)	108%	\$5,647,843.82	

NSCS FY14 Budget 9-5-14 FINAL
Summary

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NORTH STAR CHARTER SCHOOL --- FY14 BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
EXPENDITURES							
100 SALARIES	2,581,194.25	2,641,678.07	2,690,618.99	(48,940.92)	102%	2,690,618.99	
200 EMPLOYEE BENEFITS	708,673.00	689,315.17	699,261.04	(9,945.87)	101%	699,261.04	
300 PURCHASED SERVICES	679,014.00	614,646.18	667,251.05	(52,604.87)	109%	667,251.05	Includes sped contracted services, legal fees, audit fees, professional fees associated with bond restructure, staff development, marketing, contracted services, utilities, ground maintenance, contracted transportation
400 SUPPLIES	142,359.00	218,110.16	205,067.66	13,042.50	94%	205,067.66	
500 CAPITAL OUTLAY	114,638.00	146,104.74	596,943.35	(450,838.61)	409%	596,943.35	Technology expenditures for 2013-14, approximately \$95,000, are included in this category, of which approximately 8% represent equipment and the remainder represents ongoing operating expenditures, including outsourcing, miscellaneous non capital equipment and supplies. See Charter Application - Budget Assumption Appendix K - Technology for details. In addition, this category includes, for projected year end, approximately \$433,000 of costs directly associated with the bond restructuring. They are non recurring costs. See 310 bond fund for details.
600 DEBT RETIREMENT	386,219.00	404,990.00	552,077.50	(147,087.50)	136%	552,077.50	Current year debt service of was paid to bondholders in 2013-14 from the 310 Bond Fund.
700 INSURANCE	39,042.00	38,979.75	38,979.75	-	100%	38,979.75	Insurance premiums include liability insurance and workers compensation
920000 TRANSFERS OUT	386,219.00	405,000.00	715,000.00	(310,000.00)	177%	715,000.00	Internal transfers between various funds does not represent additional expenditures.
TOTAL EXPENDITURES	\$5,037,358.25	\$5,158,824.07	\$6,165,199.34	(\$1,006,375.27)	120%	\$6,165,199.34	
TOTAL FUND REVENUES OVER EXPENDITURES	\$40,617.75	\$71,639.20	(\$517,355.52)			(\$517,355.52)	Includes one time Bond restructuring fees and expense, approximately \$580k, paid from the 310 Bond Fund.
TOTAL BEGINNING BALANCE (All Funds)	\$715,945.00	\$715,945.00	\$715,945.00			\$715,945.00	
TOTAL CHANGES (All Funds)	\$40,617.75	\$71,639.20	(\$517,355.52)			(\$517,355.52)	
ENDING BALANCE (All Funds)	\$756,562.75	\$787,584.20	\$198,589.48			\$198,589.48	

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NORTH STAR CHARTER SCHOOL --- FY14 BUDGET SUMMARY

ACCOUNT DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
CHANGES IN FUND BALANCE BY FUND							
100 Beginning Fund Balance	\$27,283.00	\$27,283.00	\$27,283.00			\$27,283.00	
100 Changes in Fund Balance	\$40,617.75	\$55,783.20	\$41,690.93			\$41,690.93	
100 Ending Fund Balance	\$67,900.75	\$83,066.20	\$68,973.93			\$68,973.93	
24x Beginning Fund Balance	\$0.00	\$0.00	\$0.00			\$0.00	
24x Changes in Fund Balance	\$0.00	\$18,611.00	\$18,611.00			\$18,611.00	
24x Ending Fund Balance	\$0.00	\$18,611.00	\$18,611.00			\$18,611.00	
245 Beginning Fund Balance	\$24,692.00	\$24,692.00	\$24,692.00			\$24,692.00	
245 Changes in Fund Balance	\$0.00	(\$2,755.00)	\$2,476.40			\$2,476.40	
245 Ending Fund Balance	\$24,692.00	\$21,937.00	\$27,168.40			\$27,168.40	
310 Beginning Fund Balance	\$663,970.00	\$663,970.00	\$663,970.00			\$663,970.00	
310 Changes in Fund Balance	\$0.00	\$0.00	(\$580,133.85)			(\$580,133.85)	
310 Ending Fund Balance	\$663,970.00	\$663,970.00	\$83,836.15			\$83,836.15	

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NORTH STAR CHARTER SCHOOL --- FY14 GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition				-			THE INFORMATION PROVIDED IN THIS REPORT, COLUMN C THROUGH H, ARE BASED ON THE ACCRUAL METHOD OF ACCOUNTING
100.415000	Earnings on Investments	-	852.27	848.27	4.00	100%	848.27	
100.417100	Admissions / Activities				-			
100.417200	Bookstore Sales			-	-		-	
100.417300	Clubs / Organization Dues, etc.				-			
100.417400	School Fees & Charges				-			
100.417900	Other Student Revenue	-	-	-	-		-	
100.419100	Rentals				-			
100.419200	Contributions/Donations	47,500.00	58,376.00	121,088.86	(62,712.86)	207%	121,088.86	
100.419900	Other Local Revenue	50,000.00	40,469.00	107,156.95	(66,687.95)	265%	107,156.95	
100.431100	Base Support							
100.431200	Transportation Support	3,580,459.00	3,676,970.00	3,699,574.75	(22,604.75)	101%	3,699,574.75	
100.431400	Exceptional Child Support	300,000.00	265,678.00	262,601.65	3,076.35	99%	262,601.65	
100.431600	Tuition Equivalency	-	-	-	-		-	
100.431800	Benefit Apportionment				-			
100.431900	Other State Support	482,379.00	495,382.00	462,055.70	33,326.30	93%	462,055.70	
100.437000	Lottery / Addtl State Maintenance	-	-	-	-		-	
100.439000	Other State Revenue	206,419.00	242,013.00	223,574.46	18,438.54	92%	223,574.46	
100.442000	Indirect Unrestricted Federal	-	-	-	-		-	
100.443000	Direct Restricted Federal	-	-	-	-		-	
100.445900	Other Indirect Restricted Federal	-	-	-	-		-	
100.460000	Transfers In	-	-	155,000.00	(155,000.00)		155,000.00	
TOTAL GENERAL FUND REVENUES		\$4,666,757.00	\$4,779,740.27	\$5,031,900.64	(252,160.37)	105%	\$5,031,900.64	
EXPENDITURES								
100.512100	Elementary Salaries	1,115,952.00	1,205,551.99	1,257,162.55	(51,610.56)	104%	1,257,162.55	
100.512200	Elementary Benefits	315,702.00	316,189.71	322,271.00	(6,081.29)	102%	322,271.00	
100.512300	Elementary Purchased Services	-	-	-	-		-	
100.512400	Elementary Supplies	18,646.00	24,565.27	26,264.00	(1,698.73)	107%	26,264.00	
100.512500	Elementary Capital Outlay	-	161.37	231.37	(70.00)	143%	231.37	
100.512600	Elementary Debt Retirement				-			
100.512700	Elementary Insurance				-			

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NORTH STAR CHARTER SCHOOL --- FY14 GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.515100	Secondary Salaries	929,536.25	925,434.54	901,351.58	24,082.96	97%	901,351.58	
100.515200	Secondary Benefits	252,424.00	252,477.67	250,040.84	2,436.83	99%	250,040.84	
100.515300	Secondary Purchased Services				-			
100.515400	Secondary Supplies	53,412.00	63,174.42	60,180.43	2,993.99	95%	60,180.43	
100.515500	Secondary Capital Outlay	1,800.00	(1,443.75)	(1.43)	(1,442.32)	0%	(1.43)	
100.515600	Secondary Debt Retirement				-			
100.515700	Secondary Insurance				-			
100.521100	Exceptional Child Salaries	145,500.00	148,727.07	144,030.95	4,696.12	97%	144,030.95	
100.521200	Exceptional Child Benefits	45,302.00	46,109.19	52,699.80	(6,590.61)	114%	52,699.80	
100.521300	Exceptional Child Purchased Services	-	307.10	-	307.10	0%	-	
								Includes one time Bond restructuring fees and expense totaling \$580k, paid from the 310 Bond Fund.
100.521400	Exceptional Child Supplies	3,299.00	1,450.61	1,757.71	(307.10)	121%	1,757.71	
100.521500	Exceptional Child Capital Outlay	814.00	798.00	798.00	-	100%	798.00	
100.521600	Exceptional Child Debt Retirement				-			
100.521700	Exceptional Child Insurance				-			
Subtotals: Instruction		2,882,387.25	2,983,503.19	3,016,786.80	(33,283.61)	101%	3,016,786.80	
100.616100	Special Services Program Salaries				-			
100.616200	Special Services Program Benefits				-			
100.616300	Special Services Program Purchased Services	40,095.00	38,354.00	33,354.00	5,000.00	87%	33,354.00	
100.616400	Special Services Program Supplies				-			
100.616500	Special Services Program Capital Outlay				-			
100.616600	Special Services Program Debt Retirement				-			
100.616700	Special Services Program Insurance				-			
100.621100	Instruction Improvement Salaries				-			
100.621200	Instruction Improvement Benefits				-			
100.621300	Instruction Improvement Purchased Services	7,896.00	10,801.00	11,526.46	(725.46)	107%	11,526.46	
100.621400	Instruction Improvement Supplies				-			
100.621500	Instruction Improvement Capital Outlay				-			
100.621600	Instruction Improvement Debt Retirement				-			
100.621700	Instruction Improvement Insurance				-			
100.622100	Educational Media Salaries				-			
100.622200	Educational Media Benefits				-			
100.622300	Educational Media Purchased Services				-			
100.622400	Educational Media Supplies	909.00	107.76	611.93	(504.17)	568%	611.93	
100.622500	Educational Media Capital Outlay				-			
100.622600	Educational Media Debt Retirement				-			
100.622700	Educational Media Insurance				-			

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NORTH STAR CHARTER SCHOOL --- FY14 GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.631100	Board of Education Program Salaries				-			
100.631200	Board of Education Program Benefits				-			
100.631300	Board of Education Program Purchased Services	50,000.00	51,185.02	59,916.81	(8,731.79)	117%	59,916.81	
100.631400	Board of Education Program Supplies	37,048.00	83,583.00	72,314.93	11,268.07	87%	72,314.93	
100.631500	Board of Education Program Capital Outlay				-			
100.631600	Board of Education Program Debt Retirement				-			
100.631700	Board of Education Program Insurance				-			
100.632100	District Administration Program Salaries	347,846.00	316,176.77	345,781.61	(29,604.84)	109%	345,781.61	
100.632200	District Administration Program Benefits	92,252.00	65,799.37	65,546.19	253.18	100%	65,546.19	
100.632300	District Administration Program Purchased Services	86,113.00	36,576.34	80,959.55	(44,383.21)	221%	80,959.55	
100.632400	District Administration Program Supplies	13,930.00	23,187.23	22,605.22	582.01	97%	22,605.22	
100.632500	District Administration Program Capital Outlay	70,924.00	95,523.07	98,902.62	(3,379.55)	104%	98,902.62	
100.632600	District Administration Program Debt Retirement	-	(10.00)	(10.00)	-	100%	(10.00)	
100.632700	District Administration Program Insurance	-	-		-			
100.661100	Buildings - Care Program Salaries	27,360.00	30,787.70	30,921.81	(134.11)	100%	30,921.81	
100.661200	Buildings - Care Program Benefits	2,093.00	7,839.23	7,833.37	5.86	100%	7,833.37	
100.661300	Buildings - Care Program Purchased Services	58,605.00	65,053.00	67,376.91	(2,323.91)	104%	67,376.91	
100.661400	Buildings - Care Program Supplies	-	9,729.01	8,935.11	793.90	92%	8,935.11	
100.661500	Buildings - Care Program Capital Outlay				-			
100.661600	Buildings - Care Program Debt Retirement				-			
100.661700	Buildings - Care Program Insurance	39,042.00	38,979.75	38,979.75	-	100%	38,979.75	
100.664100	Maintenance - Student Occupied Salaries				-			
100.664200	Maintenance - Student Occupied Benefits				-			
100.664300	Maintenance - Student Occupied Purchased Services	24,212.00	21,656.68	19,224.15	2,432.53	89%	19,224.15	
100.664400	Maintenance - Student Occupied Supplies				-			
100.664500	Maintenance - Student Occupied Capital Outlay				-			
100.664600	Maintenance - Student Occupied Debt Retirement				-			
100.664700	Maintenance - Student Occupied Insurance				-			
100.665100	Maintenance - Grounds Salaries				-			
100.665200	Maintenance - Grounds Benefits				-			
100.665300	Maintenance - Grounds Purchased Services				-			
100.665400	Maintenance - Grounds Supplies	15,115.00	12,312.86	12,398.33	(85.47)	101%	12,398.33	
100.665500	Maintenance - Grounds Capital Outlay				-			
100.665600	Maintenance - Grounds Debt Retirement				-			
100.665700	Maintenance - Grounds Capital Insurance				-			

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NORTH STAR CHARTER SCHOOL --- FY14 GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.681100	Pupil-to-School Transportation Salaries				-			
100.681200	Pupil-to-School Transportation Benefits				-			
100.681300	Pupil-to-School Transportation Purchased Services	412,093.00	390,713.04	391,800.11	(1,087.07)	100%	391,800.11	
100.681400	Pupil-to-School Transportation Supplies	-	-	-	-		-	
100.681500	Pupil-to-School Transportation Capital Outlay				-			
100.681600	Pupil-to-School Transportation Debt Retirement				-			
100.681700	Pupil-to-School Transportation Insurance				-			
Subtotals: Support Services		1,325,533.00	1,298,354.83	1,368,978.86	(70,624.03)	105%	1,368,978.86	
100.810300	Capital Assets - Student Occupied Purchased Services				-			
100.810400	Capital Assets - Student Occupied Supplies				-			
100.810500	Capital Assets - Student Occupied Capital Outlay	32,000.00	37,099.05	44,444.05	(7,345.00)	120%	44,444.05	
100.811300	Capital Assets - Non-Student Occupied Purchased Services				-			
100.811400	Capital Assets - Non-Student Occupied Supplies				-			
100.811500	Capital Assets - Non-Student Occupied Capital Outlay	-	-	-	-		-	
100.911500	Principal Capital Outlay				-			
100.911600	Principal Debt Retirement	-	-	-	-		-	
100.912500	Interest Capital Outlay				-			
100.912600	Interest Debt Retirement	-	-	-	-		-	
100.913500	Refunded Debt Capital Outlay				-			
100.913600	Refunded Debt - Debt Retirement				-			
Subtotals: Non-Instruction		32,000.00	37,099.05	44,444.05	(7,345.00)	120%	44,444.05	
100.920000	Transfers Out	386,219.00	405,000.00	560,000.00	(155,000.00)	138%	560,000.00	
100.950000	Contingency Reserve				-	#DIV/0!		
Subtotals: Other		386,219.00	405,000.00	560,000.00	(155,000.00)	138%	560,000.00	
TOTAL GENERAL FUND EXPENDITURES		\$4,626,139.25	\$4,723,957.07	\$4,990,209.71	(\$266,252.64)	106%	\$4,990,209.71	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		\$40,617.75	\$55,783.20	\$41,690.93			\$41,690.93	
BEGINNING FUND BALANCE (July 1, 2013)		\$27,283.00	\$27,283.00	\$27,283.00			\$27,283.00	
CHANGES IN FUND BALANCE		\$40,617.75	\$55,783.20	\$41,690.93			\$41,690.93	
ENDING FUND BALANCE AS OF JUNE 30, 2014 (ACCRUAL BASIS)		\$67,900.75	\$83,066.20	\$68,973.93			\$68,973.93	

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NORTH STAR CHARTER SCHOOL --- FY14 FUND 240

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
24X.431900	Other State Support		18,611.00	18,611.00	-	100%	18,611.00	
24X.439000	Other State Revenue				-			
24X.460000	Transfers In				-			
TOTAL FUND REVENUE		\$0.00	\$18,611.00	\$18,611.00	\$0.00	100%	\$18,611.00	
EXPENDITURES								
24X.512100	Elementary Salaries				-			
24X.512200	Elementary Benefits				-			
24X.512300	Elementary Purchased Services				-			
24X.512400	Elementary Supplies				-			
24X.512500	Elementary Capital Outlay				-			
24X.512600	Elementary Debt Retirement				-			
24X.512700	Elementary Insurance				-			
24X.515100	Secondary Salaries				-			
24X.515200	Secondary Benefits				-			
24X.515300	Secondary Purchased Services				-			
24X.515400	Secondary Supplies				-			
24X.515500	Secondary Capital Outlay				-			
24X.515600	Secondary Debt Retirement				-			
24X.515700	Secondary Insurance				-			
24X.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$18,611.00	\$18,611.00			\$18,611.00	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$0.00	\$0.00	\$0.00			\$0.00	
CHANGES IN FUND BALANCE		\$0.00	\$18,611.00	\$18,611.00			\$18,611.00	
ENDING FUND BALANCE AS OF		\$0.00	\$18,611.00	\$18,611.00			\$18,611.00	

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NORTH STAR CHARTER SCHOOL--- FY14 FUND 245 (Technology-State)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
245.431900	Other State Support							
245.439000	Other State Revenue	25,000.00	27,112.00	37,254.00	(10,142.00)	137%	37,254.00	
245.460000	Transfers In							
TOTAL FUND REVENUE		\$25,000.00	\$27,112.00	\$37,254.00	(\$10,142.00)	137%	\$37,254.00	
EXPENDITURES								
245.512100	Elementary Salaries	15,000.00	15,000.00	11,370.49	3,629.51	76%	11,370.49	
245.512200	Elementary Benefits	900.00	900.00	869.84	30.16	97%	869.84	
245.512300	Elementary Purchased Services			3,093.06	(3,093.06)		3,093.06	
245.512400	Elementary Supplies				-			
245.512500	Elementary Capital Outlay	9,100.00	13,967.00	19,444.21	(5,477.21)	139%	19,444.21	
245.512600	Elementary Debt Retirement				-			
245.512700	Elementary Insurance				-			
245.920000	Transfers Out				-			
TOTAL FUND EXPENDITURES		\$25,000.00	\$29,867.00	\$34,777.60	(\$4,910.60)	116%	\$34,777.60	
TOTAL REVENUE OVER EXPENDITURES		\$0.00	(\$2,755.00)	\$2,476.40			\$2,476.40	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$24,692.00	\$24,692.00	\$24,692.00			\$24,692.00	
CHANGES IN FUND BALANCE		\$0.00	(\$2,755.00)	\$2,476.40			\$2,476.40	
ENDING FUND BALANCE AS OF		\$24,692.00	\$21,937.00	\$27,168.40			\$27,168.40	

Current year debt service of
was paid to bondholders in
2013-14 from the 310 Bond
Fund.

October 9, 2014

NORTH STAR CHARTER SCHOOL --- FY14 FUND 310 (Bond Redemption Interest)

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
310.451000	Proceeds	-	-	78.18	(78.18)		78.18	
310.460000	Transfers In	386,219.00	405,000.00	560,000.00	(155,000.00)	138%	560,000.00	
TOTAL FUND REVENUES		\$386,219.00	\$405,000.00	\$560,078.18	(\$155,078.18)	138%	\$560,078.18	
EXPENDITURES								
310.911500	Principal Capital Outlay			433,124.53	(433,124.53)		433,124.53	The projected year end 2013-14 includes approximately \$433,000 of legal and professional fees directly associated with the bond restructuring. They are one time, non recurring costs.
310.911600	Principal Debt Retirement				-			
310.912500	Interest Capital Outlay				-			
310.912600	Interest Debt Retirement	386,219.00	405,000.00	552,087.50	(147,087.50)	136%	552,087.50	
310.913500	Refunded Debt Capital Outlay				-			
310.913600	Refunded Debt - Debt Retirement				-			
310.920000	Transfers Out			155,000.00	(155,000.00)		155,000.00	
TOTAL FUND EXPENDITURES		\$386,219.00	\$405,000.00	\$1,140,212.03	(\$735,212.03)	282%	\$1,140,212.03	
TOTAL FUND REVENUES OVER EXPENDITURES		\$0.00	\$0.00	(\$580,133.85)			(\$580,133.85)	
BEGINNING FUND BALANCE (JULY 1, 2013)		\$663,970.00	\$663,970.00	\$663,970.00			\$663,970.00	
CHANGES IN FUND BALANCE		\$0.00	\$0.00	(\$580,133.85)			(\$580,133.85)	
ENDING FUND BALANCE AS OF June 30, 2014		\$663,970.00	\$663,970.00	\$83,836.15			\$83,836.15	

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North Star Charter School

Current Year (2013-14 Budget); Three Year Annual Budget Template (Accrual Basis)

APPENDIX R: Financial- Three Year Budget

	2013-14 Amended Budget			2014-15 Proposed Budget			2015-16			2016-17		
	Current Year			Year 1			Year 2			Year 3		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of Students	965	100%		984	100%		984	100%		984	100%	
Revenues:												
State Apportionment			4,414,365			4,778,215			4,845,666			4,890,424
State Transportation			265,678	68%		265,801	68%		265,801	68%		271,117
Nutrition Program			0			0			0			0
Federal Grants			51,000			51,000			52,020			53,060
Contributions/Donations			64,553			0			0			0
Total Revenues			\$4,795,596			\$5,095,016			\$5,163,486			\$5,214,601
Expenses:												
Salaries:												
Teachers	42.72		1,988,292	45.24		2,052,136	45.24		2,073,427	45.24		2,135,441
Special Ed	2.00		71,101	2.00		68,381	2.00		70,432	2.00		71,136
Instructional Aids	17.05		220,321	13.52		206,970	13.52		207,487	13.52		208,006
Classified/Office Staff	4.72		188,442	6.25		252,520	6.25		258,422	6.25		244,068
Administration	3.00		127,735	3.00		201,000	3.00		201,503	3.00		202,006
Nutritional Program	0.00		0	0.00		0	0.00		0	0.00		0
Librarian	1.00		0	1.00		0	1.00		0	1.00		0
Maintenance/Other	2.72		30,788	2.00		51,840	2.00		52,797	2.00		53,803
			0			0			0			0
Total Salaries			\$2,626,678			\$2,832,845			\$2,864,068			\$2,914,460
Benefits:												
Retirement/PERSI	12.48%		291,437	12.48%		323,272	12.48%		332,777	12.48%		335,623
Health/Life Insurance	7.99%		209,870	8.50%		240,928	9.27%		265,406	9.20%		268,013
Payroll Taxes	7.65%		187,109	7.65%		209,921	7.65%		216,090	7.65%		217,941
Workers Compensation			16,081			16,373			16,701			17,035
Total Benefits			\$704,496			\$790,495			\$830,974			\$838,612
Operating Expenses:												
Textbooks			24,131			42,768			43,456			44,156
Supplies			51,583			43,916			44,795			45,690
Equipment			884			3,550			3,621			3,693
Contract Services			83,893			61,129			72,374			73,822
Legal			39,685			10,000			10,200			10,404
Accounting			11,500			11,500			11,730			11,965
Advertising/Marketing			17,764			17,900			24,058			19,196
Gas/Electric			56,466			59,777			60,973			62,192
Telephone			14,948			18,111			8,273			8,439
Liability & Property Insurance			22,899			23,450			23,919			24,397
Testing & Assessment			0			0			0			0
Staff Development			2,514			48,363			48,484			48,968
Consulting			168,446			75,566			77,152			78,375
Travel			11,368			1,000			1,020			1,040
Postage			0			0			0			0
Rents and Leases			0			0			0			0
Debt Retirement			405,000			481,036			494,379			496,241
Grounds & Maintenance			89,384			137,293			81,758			53,206
Miscellaneous			1,606			27,389			27,389			27,389
Total Operating Expenses			\$1,002,070			\$1,062,748			\$1,033,579			\$1,009,173

PCSC - FINAL NSCS Three year budget
SDE 3 yr Budget form

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North Star Charter School

Current Year (2013-14 Budget); Three Year Annual Budget Template (Accrual Basis)

	2013-14 Amended Budget			2014-15 Proposed Budget			2015-16			2016-17		
	Current Year			Year 1			Year 2			Year 3		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
<u>Program Expenses:</u>												
Transportation			390,712			390,884			398,702			406,675
Nutrition Program			0			0			0			0
Total Program Expense			\$390,712			\$390,884			\$398,702			\$406,675
Total Expenses			\$4,723,957			\$5,076,972			\$5,127,323			\$5,168,921
Net Operating Income/(Loss)			\$71,639			\$18,044			\$36,164			\$45,680
Beginning Fund Balance	(1)		715,945	(2)		198,589.48			216,634			252,797
Ending Fund Balance			787,584			216,634			252,797			298,477

Note:

(1) before impact of bond
restructure transaction

Note:

(2) before impact of bond
restructure transaction

October 9, 2014

APPENDIX S: Financial- Cash Flow Budget

NORTH STAR CHARTER SCHOOL
FISCAL YEAR 2014 - 2015 CASH FLOW (All Funds)

DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	FY TOTAL
CASH ON HAND (Beginning Cash)	N/A	353,963	112,889	1,547,178	1,128,699	739,542	1,199,482	843,077	482,283	1,033,920	736,167	376,604	494,490	N/A
RECEIPTS														
Base Support	3,898,781	104,338	1,848,575	0	0	778,347	0	0	778,347	0	0	389,174	0	3,898,781
Benefit Apportionment	540,709	14,470	256,373	0	0	107,946	0	0	107,946	0	0	53,973	0	540,709
Lottery / Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transportation	258,304	82,078	85,854	0	0	36,149	0	0	36,149	0	0	18,074	0	258,304
Exceptional Child Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tuition Equivalency	0	0	0	0	0	0	0	0	0	0	0	0	0	0
State Special Programs	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other State Support	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other State Revenue	346,746	0	0	0	15,000	15,000	15,000	15,000	15,000	75,000	15,000	6,746	175,000	346,746
Nutrition	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Title I	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Federal Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Local Revenue	51,000	0	0	0	0	0	0	0	0	0	0	51,000	0	51,000
Fees & Fundraising	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Revenue	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL RECEIPTS	5,095,540	200,886	2,190,801	0	15,000	937,443	15,000	15,000	937,443	75,000	15,000	518,967	175,000	5,095,540
OUTFLOW														
Salaries	2,557,567	191,352	215,110	215,110	215,110	215,110	215,110	215,110	215,110	215,110	215,110	215,110	215,110	2,557,567
Benefits	1,022,713	81,626	85,553	85,553	85,553	85,553	85,553	85,553	85,553	85,553	85,553	85,553	85,553	1,022,713
Subtotal - Payroll	3,580,280	272,978	300,664	300,664	300,664	300,664	300,664	300,664	300,664	300,664	300,664	300,664	300,664	3,580,280
Facility Costs (All)	104,115	10,771	9,304	9,304	9,304	9,304	7,804	7,804	7,804	9,304	7,804	7,804	7,804	104,115
Subtotal - Occupancy	104,115	10,771	9,304	9,304	9,304	9,304	7,804	7,804	7,804	9,304	7,804	7,804	7,804	104,115
Elementary Supplies & Services	27,701	182	0	6,071	6,071	3,321	1,107	4,964	3,324	1,107	1,107	448	0	27,701
Secondary Supplies & Services	73,620	28,403	0	3,000	9,676	7,676	4,242	3,024	6,024	4,201	3,024	3,024	1,324	73,620
Technology	49,290	4,107	4,107	4,107	4,107	4,107	4,107	4,107	4,107	4,107	4,107	4,107	4,107	49,290
Exceptional Child	45,944	852	0	2,272	5,518	4,972	4,542	4,792	5,692	4,431	4,292	4,292	4,292	45,944
Transportation	390,884	0	0	20,816	48,571	37,007	34,694	34,694	43,946	34,694	39,320	50,884	46,258	390,884
Nutrition	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Support Services	233,416	64,118	12,608	19,608	18,608	12,608	12,608	14,108	12,608	12,608	12,608	28,221	13,108	233,416
Other Program Costs	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal - Educational Program	820,855	97,662	16,715	55,874	92,551	69,691	61,299	65,689	75,701	61,148	64,458	90,977	69,089	820,855
Capital Outlay	133,099	37,099	45,000	51,000	0	0	0	0	0	0	0	0	0	133,099
Debt Retirement	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Insurance	39,823	23,450	0	1,637	1,637	1,637	1,637	1,637	1,637	1,637	1,637	1,637	1,637	39,823
Other Costs	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal - Other Costs	172,922	60,549	45,000	52,637	1,637	1,637	1,637	1,637	1,637	1,637	1,637	1,637	1,637	172,922
Other loan payments/obligations	481,036	0	384,829	0	0	96,207	0	0	0	0	0	0	0	481,036
TOTAL OUTFLOW	5,159,207	441,960	756,512	418,480	404,156	477,503	371,404	375,784	385,806	372,753	374,863	401,082	379,194	5,159,207
CHANGE IN CASH	(63,667)	(241,074)	1,434,289	(418,480)	(389,156)	459,940	(356,404)	(360,794)	551,637	(297,753)	(359,563)	117,885	(204,194)	
ENDING CASH	N/A	112,889	1,547,178	1,128,699	739,542	1,199,482	843,077	482,283	1,033,920	736,167	376,604	494,490	290,295	

Copy of NCSC Cash Flow Template NCSC - to AR
Cashflow - SUMMARY

October 9, 2014

NORTH STAR CHARTER SCHOOL - Cash Flow Detail by Month		Budgeted	July	July	Aug	Sept	Oct	Nov	Dec	Jan
ACCOUNT	DESCRIPTION									
414100	Tuition									
415000	Earnings on Investments	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0
416100	School Food Service	0	0	0	0	0	0	0	0	0
416200	Meal Sales - non reimbursable	0	0	0	0	0	0	0	0	0
416900	Other Food Sales	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0
417100	Admissions / Activities	0	0	0	0	0	0	0	0	0
417200	Bookstore Sales	0	0	0	0	0	0	0	0	0
417300	Clubs / Organization Dues, etc.	0	0	0	0	0	0	0	0	0
417400	School Fees & Charges	0	0	0	0	0	0	0	0	0
417900	Other Student Revenue	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0
418100	Community Services	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0
419100	Rentals	0	0	0	0	0	0	0	0	0
419200	Contributions/Donations	0	0	0	0	0	0	0	0	0
419300	Transportation Fees	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0
419900	Other Local Revenue	51,000	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0
431100	Base Support	3,898,781	104,338	104,338	1,848,575	0	0	778,347	0	0
431200	Transportation Support	258,304	82,078	82,078	85,854	0	0	36,149	0	0
431400	Exceptional Child Support	0	0	0	0	0	0	0	0	0
431600	Tuition Equivalency	0	0	0	0	0	0	0	0	0
431800	Benefit Apportionment	540,709	14,470	14,470	256,373	0	0	107,946	0	0
431900	Other State Support	0	0	0	0	0	0	0	0	0
432100	Driver Education Program	0	0	0	0	0	0	0	0	0
432400	Professional Technical Program	0	0	0	0	0	0	0	0	0
437000	Lottery / Addtl State Maintenance	0	0	0	0	0	0	0	0	0
439000	Other State Revenue	346,746	0	0	0	0	15,000	15,000	15,000	15,000
		0	0	0	0	0	0	0	0	0
442000	Indirect Unrestricted Federal	0	0	0	0	0	0	0	0	0
443000	Direct Restricted Federal	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0
445100	Title I	0	0	0	0	0	0	0	0	0
445200	Title VI	0	0	0	0	0	0	0	0	0
445300	Perkins III - Vocational Technical	0	0	0	0	0	0	0	0	0
445500	Child Nutrition Reimbursement	0	0	0	0	0	0	0	0	0
445600	Title VI-B	0	0	0	0	0	0	0	0	0
445900	Other Indirect Restricted Federal	0	0	0	0	0	0	0	0	0
448200	Impact Aid	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0
451000	Proceeds: Bonds, Cap Leases, etc	0	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0	0
N/A	OTHER Revenue (any funds not included above)	0	0	0	0	0	0	0	0	0
TOTAL REVENUES		5,095,540	200,886	200,886	2,190,801	0	15,000	937,443	15,000	15,000

Copy of PCSC Cash Flow Template NSCS - to AH
Cashflow - Detailed

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October 9, 2014

NORTH STAR CHARTER SCHOOL - Cash Flow Detail by Month

ACCOUNT	DESCRIPTION	Budgeted	July	July	Aug	Sept	Oct	Nov	Dec	Jan
EXPENDITURES										
	Instruction / Educational Program	0		0						
512100	Elementary Salaries	1,023,844	88,528	88,528	85,029	85,029	85,029	85,029	85,029	85,029
512200	Elementary Benefits	280,150	25,806	25,806	23,122	23,122	23,122	23,122	23,122	23,122
512300	Elementary Purchased Services	0	0	0	0	0	0	0	0	0
512400	Elementary Supplies	27,701	182	182	0	6,071	6,071	3,321	1,107	4,964
512500	Elementary Capital Outlay	0	0	0	0	0	0	0	0	0
512600	Elementary Debt Retirement	0	0	0	0	0	0	0	0	0
512700	Elementary Insurance	0	0	0	0	0	0	0	0	0
515100	Secondary Salaries	1,146,201	74,966	74,966	97,385	97,385	97,385	97,385	97,385	97,385
515200	Secondary Benefits	313,075	21,852	21,852	26,475	26,475	26,475	26,475	26,475	26,475
515300	Secondary Purchased Services	0	0	0	0	0	0	0	0	0
515400	Secondary Supplies	73,620	17,803	28,403	0	3,000	9,676	7,676	4,242	3,024
515500	Secondary Capital Outlay	0	0	0	0	0	0	0	0	0
515600	Secondary Debt Retirement	0	0	0	0	0	0	0	0	0
515700	Secondary Insurance	0	0	0	0	0	0	0	0	0
517100	Alternative School Program Salaries	0	0	0	0	0	0	0	0	0
517200	Alternative School Program Benefits	0	0	0	0	0	0	0	0	0
517300	Alternative School Program Purchased Services	0	0	0	0	0	0	0	0	0
517400	Alternative School Program Supplies	0	0	0	0	0	0	0	0	0
517500	Alternative School Program Capital Outlay	0	0	0	0	0	0	0	0	0
517600	Alternative School Program Debt Retirement	0	0	0	0	0	0	0	0	0
517700	Alternative School Program Insurance	0	0	0	0	0	0	0	0	0
521100	Exceptional Child Salaries	132,482	5,505	5,505	11,543	11,543	11,543	11,543	11,543	11,543
521200	Exceptional Child Benefits	41,140	1,605	1,605	3,594	3,594	3,594	3,594	3,594	3,594
521300	Exceptional Child Purchased Services	41,749	852	852	0	2,272	4,292	4,292	4,292	4,292
521400	Exceptional Child Supplies	4,195	0	0	0	0	1,226	680	250	500
521500	Exceptional Child Capital Outlay	0	0	0	0	0	0	0	0	0
521600	Exceptional Child Debt Retirement	0	0	0	0	0	0	0	0	0
521700	Exceptional Child Insurance	0	0	0	0	0	0	0	0	0
524100	Gifted and Talented Program Salaries	0	0	0	0	0	0	0	0	0
524200	Gifted and Talented Program Benefits	0	0	0	0	0	0	0	0	0
524300	Gifted and Talented Program Purchased Services	0	0	0	0	0	0	0	0	0
524400	Gifted and Talented Program Supplies	0	0	0	0	0	0	0	0	0
524500	Gifted and Talented Program Capital Outlay	0	0	0	0	0	0	0	0	0
524600	Gifted and Talented Program Debt Retirement	0	0	0	0	0	0	0	0	0
524700	Gifted and Talented Program Insurance	0	0	0	0	0	0	0	0	0
531100	Interscholastic Program Salaries	0	0	0	0	0	0	0	0	0
531200	Interscholastic Program Benefits	0	0	0	0	0	0	0	0	0
531300	Interscholastic Program Purchased Services	0	0	0	0	0	0	0	0	0
531400	Interscholastic Program Supplies	0	0	0	0	0	0	0	0	0
531500	Interscholastic Program Capital Outlay	0	0	0	0	0	0	0	0	0
531600	Interscholastic Program Debt Retirement	0	0	0	0	0	0	0	0	0
531700	Interscholastic Program Insurance	0	0	0	0	0	0	0	0	0

Copy of PCSC Cash Flow Template NSCS - to AH
Cashflow - Detailed

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9/8/2014

October 9, 2014

NORTH STAR CHARTER SCHOOL - Cash Flow Detail by Month		Budgeted	July	July	Aug	Sept	Oct	Nov	Dec	Jan
ACCOUNT	DESCRIPTION									
532100	School Activity Program Salaries	0	0	0	0	0	0	0	0	0
532200	School Activity Program Benefits	0	0	0	0	0	0	0	0	0
532300	School Activity Program Purchased Services	0	0	0	0	0	0	0	0	0
532400	School Activity Program Supplies	0	0	0	0	0	0	0	0	0
532500	School Activity Program Capital Outlay	0	0	0	0	0	0	0	0	0
532600	School Activity Program Debt Retirement	0	0	0	0	0	0	0	0	0
532700	School Activity Program Insurance	0	0	0	0	0	0	0	0	0
541100	Summer School Program Salaries	0	0	0	0	0	0	0	0	0
541200	Summer School Program Benefits	0	0	0	0	0	0	0	0	0
541300	Summer School Program Purchased Services	0	0	0	0	0	0	0	0	0
541400	Summer School Program Supplies	0	0	0	0	0	0	0	0	0
541500	Summer School Program Capital Outlay	0	0	0	0	0	0	0	0	0
541600	Summer School Program Debt Retirement	0	0	0	0	0	0	0	0	0
541700	Summer School Program Insurance	0	0	0	0	0	0	0	0	0
Support Services		0	0	0	0	0	0	0	0	0
611100	Attendance-Guidance-Health Salaries	0	0	0	0	0	0	0	0	0
611200	Attendance-Guidance-Health Benefits	0	0	0	0	0	0	0	0	0
611300	Attendance-Guidance-Health Purchased Services	0	0	0	0	0	0	0	0	0
611400	Attendance-Guidance-Health Supplies	0	0	0	0	0	0	0	0	0
611500	Attendance-Guidance-Health Capital Outlay	0	0	0	0	0	0	0	0	0
611600	Attendance-Guidance-Health Debt Retirement	0	0	0	0	0	0	0	0	0
611700	Attendance-Guidance-Health Insurance	0	0	0	0	0	0	0	0	0
616100	Special Services Program Salaries	0	0	0	0	0	0	0	0	0
616200	Special Services Program Benefits	0	0	0	0	0	0	0	0	0
616300	Special Services Program Purchased Services	0	0	0	0	0	0	0	0	0
616400	Special Services Program Supplies	0	0	0	0	0	0	0	0	0
616500	Special Services Program Capital Outlay	0	0	0	0	0	0	0	0	0
616600	Special Services Program Debt Retirement	0	0	0	0	0	0	0	0	0
616700	Special Services Program Insurance	0	0	0	0	0	0	0	0	0
621100	Instruction Improvement Salaries	1,000	0	83	83	83	83	83	83	83
621200	Instruction Improvement Benefits	0	0	0	0	0	0	0	0	0
621300	Instruction Improvement Purchased Services	0	0	0	0	0	0	0	0	0
621400	Instruction Improvement Supplies	0	0	0	0	0	0	0	0	0
621500	Instruction Improvement Capital Outlay	0	0	0	0	0	0	0	0	0
621600	Instruction Improvement Debt Retirement	0	0	0	0	0	0	0	0	0
621700	Instruction Improvement Insurance	0	0	0	0	0	0	0	0	0
622100	Educational Media Salaries	0	0	0	0	0	0	0	0	0
622200	Educational Media Benefits	0	0	0	0	0	0	0	0	0
622300	Educational Media Purchased Services	0	0	0	0	0	0	0	0	0
622400	Educational Media Supplies	927	0	77	77	77	77	77	77	77
622500	Educational Media Capital Outlay	0	0	0	0	0	0	0	0	0
622600	Educational Media Debt Retirement	0	0	0	0	0	0	0	0	0
622700	Educational Media Insurance	0	0	0	0	0	0	0	0	0

October 9, 2014

NORTH STAR CHARTER SCHOOL - Cash Flow Detail by Month		Budgeted	July	July	Aug	Sept	Oct	Nov	Dec	Jan
ACCOUNT	DESCRIPTION									
623100	Instruction-Related Technology Salaries	0	0	0	0	0	0	0	0	0
623200	Instruction-Related Technology Benefits	0	0	0	0	0	0	0	0	0
623300	Instruction-Related Technology Purchased Services	48,363	0	4,030	4,030	4,030	4,030	4,030	4,030	4,030
623400	Instruction-Related Technology Supplies	0	0	0	0	0	0	0	0	0
623500	Instruction-Related Technology Capital Outlay	0	0	0	0	0	0	0	0	0
623600	Instruction-Related Technology Debt Retirement	0	0	0	0	0	0	0	0	0
623700	Instruction-Related Technology Insurance	0	0	0	0	0	0	0	0	0
631100	Board of Education Program Salaries	0	0	0	0	0	0	0	0	0
631200	Board of Education Program Benefits	0	0	0	0	0	0	0	0	0
631300	Board of Education Program Purchased Services	103,642	50,460	52,862	1,833	8,833	7,833	1,833	1,833	3,333
631400	Board of Education Program Supplies	0	0	0	0	0	0	0	0	0
631500	Board of Education Program Capital Outlay	0	0	0	0	0	0	0	0	0
631600	Board of Education Program Debt Retirement	0	0	0	0	0	0	0	0	0
631700	Board of Education Program Insurance	0	0	0	0	0	0	0	0	0
632100	District Administration Program Salaries	201,000	0	16,750	16,750	16,750	16,750	16,750	16,750	16,750
632200	District Administration Program Benefits	372,797	0	31,066	31,066	31,066	31,066	31,066	31,066	31,066
632300	District Administration Program Purchased Services	108,057	8,063	8,063	9,090	9,090	9,090	9,090	9,090	9,090
632400	District Administration Program Supplies	21,717	3,193	3,193	1,684	1,684	1,684	1,684	1,684	1,684
632500	District Administration Program Capital Outlay	0	0	0	0	0	0	0	0	0
632600	District Administration Program Debt Retirement	0	0	0	0	0	0	0	0	0
632700	District Administration Program Insurance	0	0	0	0	0	0	0	0	0
641100	School Administration Program Salaries	0	0	0	0	0	0	0	0	0
641200	School Administration Program Benefits	0	0	0	0	0	0	0	0	0
641300	School Administration Program Purchased Services	0	0	0	0	0	0	0	0	0
641400	School Administration Program Supplies	0	0	0	0	0	0	0	0	0
641500	School Administration Program Capital Outlay	0	0	0	0	0	0	0	0	0
641600	School Administration Program Debt Retirement	0	0	0	0	0	0	0	0	0
641700	School Administration Program Insurance	0	0	0	0	0	0	0	0	0
651100	Business Operation Program Salaries	0	0	0	0	0	0	0	0	0
651200	Business Operation Program Benefits	0	0	0	0	0	0	0	0	0
651300	Business Operation Program Purchased Services	0	0	0	0	0	0	0	0	0
651400	Business Operation Program Supplies	0	0	0	0	0	0	0	0	0
651500	Business Operation Program Capital Outlay	0	0	0	0	0	0	0	0	0
651600	Business Operation Program Debt Retirement	0	0	0	0	0	0	0	0	0
651700	Business Operation Program Insurance	0	0	0	0	0	0	0	0	0
655100	Central Service Program Salaries	0	0	0	0	0	0	0	0	0
655200	Central Service Program Benefits	0	0	0	0	0	0	0	0	0
655300	Central Service Program Purchased Services	0	0	0	0	0	0	0	0	0
655400	Central Service Program Supplies	0	0	0	0	0	0	0	0	0
655500	Central Service Program Capital Outlay	0	0	0	0	0	0	0	0	0
655600	Central Service Program Debt Retirement	0	0	0	0	0	0	0	0	0
655700	Central Service Program Insurance	0	0	0	0	0	0	0	0	0

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NORTH STAR CHARTER SCHOOL - Cash Flow Detail by Month		Budgeted	July	July	Aug	Sept	Oct	Nov	Dec	Jan
ACCOUNT	DESCRIPTION									
656100	Administrative Technology Service Salaries	0	0	0	0	0	0	0	0	0
656200	Administrative Technology Service Benefits	0	0	0	0	0	0	0	0	0
656300	Administrative Technology Service Purchased Services	0	0	0	0	0	0	0	0	0
656400	Administrative Technology Service Supplies	0	0	0	0	0	0	0	0	0
656500	Administrative Technology Service Capital Outlay	0	0	0	0	0	0	0	0	0
656600	Administrative Technology Service Debt Retirement	0	0	0	0	0	0	0	0	0
656700	Administrative Technology Service Insurance	39,823	0	23,450	0	1,637	1,637	1,637	1,637	1,637
661100	Buildings - Care Program Salaries	53,040	1,200	5,520	4,320	4,320	4,320	4,320	4,320	4,320
661200	Buildings - Care Program Benefits	15,552	0	1,296	1,296	1,296	1,296	1,296	1,296	1,296
661300	Buildings - Care Program Purchased Services	74,466	5,122	5,122	6,304	6,304	6,304	6,304	6,304	6,304
661400	Buildings - Care Program Supplies	29,649	5,649	5,649	3,000	3,000	3,000	3,000	1,500	1,500
661500	Buildings - Care Program Capital Outlay	133,099	37,099	37,099	45,000	51,000	0	0	0	0
661600	Buildings - Care Program Debt Retirement	0	0	0	0	0	0	0	0	0
661700	Buildings - Care Program Insurance	0	0	0	0	0	0	0	0	0
663100	Maintenance - Non-Student Occupied Salaries	0	0	0	0	0	0	0	0	0
663200	Maintenance - Non-Student Occupied Benefits	0	0	0	0	0	0	0	0	0
663300	Maintenance - Non-Student Occupied Purchased Services	0	0	0	0	0	0	0	0	0
663400	Maintenance - Non-Student Occupied Supplies	0	0	0	0	0	0	0	0	0
663500	Maintenance - Non-Student Occupied Capital Outlay	0	0	0	0	0	0	0	0	0
663600	Maintenance - Non-Student Occupied Debt Retirement	0	0	0	0	0	0	0	0	0
663700	Maintenance - Non-Student Occupied Insurance	0	0	0	0	0	0	0	0	0
664100	Maintenance - Student Occupied Salaries	0	0	0	0	0	0	0	0	0
664200	Maintenance - Student Occupied Benefits	0	0	0	0	0	0	0	0	0
664300	Maintenance - Student Occupied Purchased Services	0	0	0	0	0	0	0	0	0
664400	Maintenance - Student Occupied Supplies	0	0	0	0	0	0	0	0	0
664500	Maintenance - Student Occupied Capital Outlay	0	0	0	0	0	0	0	0	0
664600	Maintenance - Student Occupied Debt Retirement	0	0	0	0	0	0	0	0	0
664700	Maintenance - Student Occupied Insurance	0	0	0	0	0	0	0	0	0
665100	Maintenance - Grounds Salaries	0	0	0	0	0	0	0	0	0
665200	Maintenance - Grounds Benefits	0	0	0	0	0	0	0	0	0
665300	Maintenance - Grounds Purchased Services	0	0	0	0	0	0	0	0	0
665400	Maintenance - Grounds Supplies	0	0	0	0	0	0	0	0	0
665500	Maintenance - Grounds Capital Outlay	0	0	0	0	0	0	0	0	0
665600	Maintenance - Grounds Debt Retirement	0	0	0	0	0	0	0	0	0
665700	Maintenance - Grounds Capital Insurance	0	0	0	0	0	0	0	0	0
667100	Security Program Salaries	0	0	0	0	0	0	0	0	0
667200	Security Program Benefits	0	0	0	0	0	0	0	0	0
667300	Security Program Purchased Services	0	0	0	0	0	0	0	0	0
667400	Security Program Supplies	0	0	0	0	0	0	0	0	0
667500	Security Program Capital Outlay	0	0	0	0	0	0	0	0	0
667600	Security Program Debt Retirement	0	0	0	0	0	0	0	0	0
667700	Security Program Insurance	0	0	0	0	0	0	0	0	0

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NORTH STAR CHARTER SCHOOL - Cash Flow Detail by Month		Budgeted	July	July	Aug	Sept	Oct	Nov	Dec	Jan
ACCOUNT	DESCRIPTION									
681100	Pupil-to-School Transportation Salaries	0	0	0	0	0	0	0	0	0
681200	Pupil-to-School Transportation Benefits	0	0	0	0	0	0	0	0	0
681300	Pupil-to-School Transportation Purchased Services	390,884	0	0	0	20,816	48,571	37,007	34,694	34,694
681400	Pupil-to-School Transportation Supplies	0	0	0	0	0	0	0	0	0
681500	Pupil-to-School Transportation Capital Outlay	0	0	0	0	0	0	0	0	0
681600	Pupil-to-School Transportation Debt Retirement	0	0	0	0	0	0	0	0	0
681700	Pupil-to-School Transportation Insurance	0	0	0	0	0	0	0	0	0
682100	Pupil-Activity Transportation Salaries	0	0	0	0	0	0	0	0	0
682200	Pupil-Activity Transportation Benefits	0	0	0	0	0	0	0	0	0
682300	Pupil-Activity Transportation Purchased Services	0	0	0	0	0	0	0	0	0
682400	Pupil-Activity Transportation Supplies	0	0	0	0	0	0	0	0	0
682500	Pupil-Activity Transportation Capital Outlay	0	0	0	0	0	0	0	0	0
682600	Pupil-Activity Transportation Debt Retirement	0	0	0	0	0	0	0	0	0
682700	Pupil-Activity Transportation Insurance	0	0	0	0	0	0	0	0	0
683100	General Transportation Salaries	0	0	0	0	0	0	0	0	0
683200	General Transportation Benefits	0	0	0	0	0	0	0	0	0
683300	General Transportation Purchased Services	0	0	0	0	0	0	0	0	0
683400	General Transportation Supplies	0	0	0	0	0	0	0	0	0
683500	General Transportation Capital Outlay	0	0	0	0	0	0	0	0	0
683600	General Transportation Debt Retirement	0	0	0	0	0	0	0	0	0
683700	General Transportation Insurance	0	0	0	0	0	0	0	0	0
691100	Other Support Services Program Salaries	0	0	0	0	0	0	0	0	0
691200	Other Support Services Program Benefits	0	0	0	0	0	0	0	0	0
691300	Other Support Services Program Purchased Services	0	0	0	0	0	0	0	0	0
691400	Other Support Services Program Supplies	0	0	0	0	0	0	0	0	0
691500	Other Support Services Program Capital Outlay	0	0	0	0	0	0	0	0	0
691600	Other Support Services Program Debt Retirement	0	0	0	0	0	0	0	0	0
691700	Other Support Services Program Insurance	0	0	0	0	0	0	0	0	0
Non-Instruction		0	0	0	0	0	0	0	0	0
710100	Child Nutrition Salaries	0	0	0	0	0	0	0	0	0
710200	Child Nutrition Benefits	0	0	0	0	0	0	0	0	0
710300	Child Nutrition Purchased Services	0	0	0	0	0	0	0	0	0
710400	Child Nutrition Supplies	0	0	0	0	0	0	0	0	0
710500	Child Nutrition Capital Outlay	0	0	0	0	0	0	0	0	0
710600	Child Nutrition Debt Retirement	0	0	0	0	0	0	0	0	0
710700	Child Nutrition Insurance	0	0	0	0	0	0	0	0	0
720100	Community Services Program Salaries	0	0	0	0	0	0	0	0	0
720200	Community Services Program Benefits	0	0	0	0	0	0	0	0	0
720300	Community Services Program Purchased Services	0	0	0	0	0	0	0	0	0
720400	Community Services Program Supplies	0	0	0	0	0	0	0	0	0
720500	Community Services Program Capital Outlay	0	0	0	0	0	0	0	0	0
720600	Community Services Program Debt Retirement	0	0	0	0	0	0	0	0	0
720700	Community Services Program Insurance	0	0	0	0	0	0	0	0	0

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NORTH STAR CHARTER SCHOOL - Cash Flow Detail by Month		Budgeted	July	July	Aug	Sept	Oct	Nov	Dec	Jan
ACCOUNT	DESCRIPTION									
730100	Enterprise Operations Program Salaries	0	0	0	0	0	0	0	0	0
730200	Enterprise Operations Program Benefits	0	0	0	0	0	0	0	0	0
730300	Enterprise Operations Program Purchased Services	0	0	0	0	0	0	0	0	0
730400	Enterprise Operations Program Supplies	0	0	0	0	0	0	0	0	0
730500	Enterprise Operations Program Capital Outlay	0	0	0	0	0	0	0	0	0
730600	Enterprise Operations Program Debt Retirement	0	0	0	0	0	0	0	0	0
730700	Enterprise Operations Program Capital Insurance	0	0	0	0	0	0	0	0	0
810300	Capital Assets - Student Occupied Purchased Services	0	0	0	0	0	0	0	0	0
810400	Capital Assets - Student Occupied Supplies	0	0	0	0	0	0	0	0	0
810500	Capital Assets - Student Occupied Capital Outlay	0	0	0	0	0	0	0	0	0
811300	Capital Assets - Non-Student Occupied Purchased Services	0	0	0	0	0	0	0	0	0
811400	Capital Assets - Non-Student Occupied Supplies	0	0	0	0	0	0	0	0	0
811500	Capital Assets - Non-Student Occupied Capital Outlay	0	0	0	0	0	0	0	0	0
911500	Principal Capital Outlay	0	0	0	0	0	0	0	0	0
911600	Principal Debt Retirement	0	0	0	0	0	0	0	0	0
912500	Interest Capital Outlay	0	0	0	0	0	0	0	0	0
912600	Interest Debt Retirement	0	0	0	0	0	0	0	0	0
913500	Refunded Debt Capital Outlay	0	0	0	0	0	0	0	0	0
913600	Refunded Debt - Debt Retirement	0	0	0	0	0	0	0	0	0
999.000000	Other Loan Payments & Obligations (line of credit, etc.)	481,036	0	0	384,829	0	0	96,207	0	0
N/A	OTHER Costs (any not included above)	0	0	0	0	0	0	0	0	0
TOTAL EXPENDITURES		5,159,207	347,884	441,960	756,512	418,480	404,156	477,503	371,404	375,794
		-63,667	-146,998	-241,074	1,434,289	-418,480	-389,156	459,940	-356,404	-360,794
		18,044	-146,998	-94,076	1,434,289	-418,480	-389,156	459,940	-356,404	-360,794
		-81,711	0	-146,998	0	0	0	0	0	0

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NORTH STAR CHARTER SCHOOL - Cash Flow Detail by Month

ACCOUNT	DESCRIPTION	Feb	Mar	Apr	May	June	@ 6/30/15
414100	Tuition						
415000	Earnings on Investments	0	0	0	0	0	
		0	0	0	0	0	
416100	School Food Service	0	0	0	0	0	
416200	Meal Sales - non reimbursable	0	0	0	0	0	
416900	Other Food Sales	0	0	0	0	0	
		0	0	0	0	0	
417100	Admissions / Activities	0	0	0	0	0	
417200	Bookstore Sales	0	0	0	0	0	
417300	Clubs / Organization Dues, etc.	0	0	0	0	0	
417400	School Fees & Charges	0	0	0	0	0	
417900	Other Student Revenue	0	0	0	0	0	
		0	0	0	0	0	
418100	Community Services	0	0	0	0	0	
		0	0	0	0	0	
419100	Rentals	0	0	0	0	0	
419200	Contributions/Donations	0	0	0	0	0	
419300	Transportation Fees	0	0	0	0	0	
		0	0	0	0	0	
419900	Other Local Revenue	0	0	0	51,000	0	
		0	0	0	0	0	
431100	Base Support	778,347	0	0	389,174	0	
431200	Transportation Support	36,149	0	0	18,074	0	
431400	Exceptional Child Support	0	0	0	0	0	
431600	Tuition Equivalency	0	0	0	0	0	
431800	Benefit Apportionment	107,946	0	0	53,973	0	
431900	Other State Support	0	0	0	0	0	
432100	Driver Education Program	0	0	0	0	0	
432400	Professional Technical Program	0	0	0	0	0	
437000	Lottery / Addtl State Maintenance	0	0	0	0	0	
439000	Other State Revenue	15,000	75,000	15,000	6,746	175,000	
		0	0	0	0	0	
442000	Indirect Unrestricted Federal	0	0	0	0	0	
443000	Direct Restricted Federal	0	0	0	0	0	
		0	0	0	0	0	
445100	Title I	0	0	0	0	0	
445200	Title VI	0	0	0	0	0	
445300	Perkins III - Vocational Technical	0	0	0	0	0	
445500	Child Nutrition Reimbursement	0	0	0	0	0	
445600	Title VI-B	0	0	0	0	0	
445900	Other Indirect Restricted Federal	0	0	0	0	0	
448200	Impact Aid	0	0	0	0	0	
		0	0	0	0	0	
451000	Proceeds: Bonds, Cap Leases, etc	0	0	0	0	0	
		0	0	0	0	0	
N/A	OTHER Revenue (any funds not included above)	0	0	0	0	0	
TOTAL REVENUES		937,443	75,000	15,000	518,967	175,000	

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NORTH STAR CHARTER SCHOOL - Cash Flow Detail by Month

ACCOUNT	DESCRIPTION	Feb	Mar	Apr	May	June	@ 6/30/15
EXPENDITURES							
Instruction / Educational Program							
512100	Elementary Salaries	85,029	85,029	85,029	85,029	85,029	
512200	Elementary Benefits	23,122	23,122	23,122	23,122	23,122	
512300	Elementary Purchased Services	0	0	0	0	0	
512400	Elementary Supplies	3,324	1,107	1,107	448	0	
512500	Elementary Capital Outlay	0	0	0	0	0	
512600	Elementary Debt Retirement	0	0	0	0	0	
512700	Elementary Insurance	0	0	0	0	0	
515100	Secondary Salaries	97,385	97,385	97,385	97,385	97,385	
515200	Secondary Benefits	26,475	26,475	26,475	26,475	26,475	
515300	Secondary Purchased Services	0	0	0	0	0	
515400	Secondary Supplies	6,024	4,201	3,024	3,024	1,324	
515500	Secondary Capital Outlay	0	0	0	0	0	
515600	Secondary Debt Retirement	0	0	0	0	0	
515700	Secondary Insurance	0	0	0	0	0	
517100	Alternative School Program Salaries	0	0	0	0	0	
517200	Alternative School Program Benefits	0	0	0	0	0	
517300	Alternative School Program Purchased Services	0	0	0	0	0	
517400	Alternative School Program Supplies	0	0	0	0	0	
517500	Alternative School Program Capital Outlay	0	0	0	0	0	
517600	Alternative School Program Debt Retirement	0	0	0	0	0	
517700	Alternative School Program Insurance	0	0	0	0	0	
521100	Exceptional Child Salaries	11,543	11,543	11,543	11,543	11,543	
521200	Exceptional Child Benefits	3,594	3,594	3,594	3,594	3,594	
521300	Exceptional Child Purchased Services	4,292	4,292	4,292	4,292	4,292	
521400	Exceptional Child Supplies	1,400	139	0	0	0	
521500	Exceptional Child Capital Outlay	0	0	0	0	0	
521600	Exceptional Child Debt Retirement	0	0	0	0	0	
521700	Exceptional Child Insurance	0	0	0	0	0	
524100	Gifted and Talented Program Salaries	0	0	0	0	0	
524200	Gifted and Talented Program Benefits	0	0	0	0	0	
524300	Gifted and Talented Program Purchased Services	0	0	0	0	0	
524400	Gifted and Talented Program Supplies	0	0	0	0	0	
524500	Gifted and Talented Program Capital Outlay	0	0	0	0	0	
524600	Gifted and Talented Program Debt Retirement	0	0	0	0	0	
524700	Gifted and Talented Program Insurance	0	0	0	0	0	
531100	Interscholastic Program Salaries	0	0	0	0	0	
531200	Interscholastic Program Benefits	0	0	0	0	0	
531300	Interscholastic Program Purchased Services	0	0	0	0	0	
531400	Interscholastic Program Supplies	0	0	0	0	0	
531500	Interscholastic Program Capital Outlay	0	0	0	0	0	
531600	Interscholastic Program Debt Retirement	0	0	0	0	0	
531700	Interscholastic Program Insurance	0	0	0	0	0	

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NORTH STAR CHARTER SCHOOL - Cash Flow Detail by Month

ACCOUNT	DESCRIPTION	Feb	Mar	Apr	May	June	@ 6/30/15
532100	School Activity Program Salaries	0	0	0	0	0	
532200	School Activity Program Benefits	0	0	0	0	0	
532300	School Activity Program Purchased Services	0	0	0	0	0	
532400	School Activity Program Supplies	0	0	0	0	0	
532500	School Activity Program Capital Outlay	0	0	0	0	0	
532600	School Activity Program Debt Retirement	0	0	0	0	0	
532700	School Activity Program Insurance	0	0	0	0	0	
541100	Summer School Program Salaries	0	0	0	0	0	
541200	Summer School Program Benefits	0	0	0	0	0	
541300	Summer School Program Purchased Services	0	0	0	0	0	
541400	Summer School Program Supplies	0	0	0	0	0	
541500	Summer School Program Capital Outlay	0	0	0	0	0	
541600	Summer School Program Debt Retirement	0	0	0	0	0	
541700	Summer School Program Insurance	0	0	0	0	0	
Support Services		0	0	0	0	0	
611100	Attendance-Guidance-Health Salaries	0	0	0	0	0	
611200	Attendance-Guidance-Health Benefits	0	0	0	0	0	
611300	Attendance-Guidance-Health Purchased Services	0	0	0	0	0	
611400	Attendance-Guidance-Health Supplies	0	0	0	0	0	
611500	Attendance-Guidance-Health Capital Outlay	0	0	0	0	0	
611600	Attendance-Guidance-Health Debt Retirement	0	0	0	0	0	
611700	Attendance-Guidance-Health Insurance	0	0	0	0	0	
616100	Special Services Program Salaries	0	0	0	0	0	
616200	Special Services Program Benefits	0	0	0	0	0	
616300	Special Services Program Purchased Services	0	0	0	0	0	
616400	Special Services Program Supplies	0	0	0	0	0	
616500	Special Services Program Capital Outlay	0	0	0	0	0	
616600	Special Services Program Debt Retirement	0	0	0	0	0	
616700	Special Services Program Insurance	0	0	0	0	0	
621100	Instruction Improvement Salaries	83	83	83	83	83	
621200	Instruction Improvement Benefits	0	0	0	0	0	
621300	Instruction Improvement Purchased Services	0	0	0	0	0	
621400	Instruction Improvement Supplies	0	0	0	0	0	
621500	Instruction Improvement Capital Outlay	0	0	0	0	0	
621600	Instruction Improvement Debt Retirement	0	0	0	0	0	
621700	Instruction Improvement Insurance	0	0	0	0	0	
622100	Educational Media Salaries	0	0	0	0	0	
622200	Educational Media Benefits	0	0	0	0	0	
622300	Educational Media Purchased Services	0	0	0	0	0	
622400	Educational Media Supplies	77	77	77	77	77	
622500	Educational Media Capital Outlay	0	0	0	0	0	
622600	Educational Media Debt Retirement	0	0	0	0	0	
622700	Educational Media Insurance	0	0	0	0	0	

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NORTH STAR CHARTER SCHOOL - Cash Flow Detail by Month

ACCOUNT	DESCRIPTION	Feb	Mar	Apr	May	June	@ 6/30/15
623100	Instruction-Related Technology Salaries	0	0	0	0	0	
623200	Instruction-Related Technology Benefits	0	0	0	0	0	
623300	Instruction-Related Technology Purchased Services	4,030	4,030	4,030	4,030	4,030	
623400	Instruction-Related Technology Supplies	0	0	0	0	0	
623500	Instruction-Related Technology Capital Outlay	0	0	0	0	0	
623600	Instruction-Related Technology Debt Retirement	0	0	0	0	0	
623700	Instruction-Related Technology Insurance	0	0	0	0	0	
631100	Board of Education Program Salaries	0	0	0	0	0	
631200	Board of Education Program Benefits	0	0	0	0	0	
631300	Board of Education Program Purchased Services	1,833	1,833	1,833	17,446	2,333	
631400	Board of Education Program Supplies	0	0	0	0	0	
631500	Board of Education Program Capital Outlay	0	0	0	0	0	
631600	Board of Education Program Debt Retirement	0	0	0	0	0	
631700	Board of Education Program Insurance	0	0	0	0	0	
632100	District Administration Program Salaries	16,750	16,750	16,750	16,750	16,750	
632200	District Administration Program Benefits	31,066	31,066	31,066	31,066	31,066	
632300	District Administration Program Purchased Services	9,090	9,090	9,090	9,090	9,090	
632400	District Administration Program Supplies	1,684	1,684	1,684	1,684	1,684	
632500	District Administration Program Capital Outlay	0	0	0	0	0	
632600	District Administration Program Debt Retirement	0	0	0	0	0	
632700	District Administration Program Insurance	0	0	0	0	0	
641100	School Administration Program Salaries	0	0	0	0	0	
641200	School Administration Program Benefits	0	0	0	0	0	
641300	School Administration Program Purchased Services	0	0	0	0	0	
641400	School Administration Program Supplies	0	0	0	0	0	
641500	School Administration Program Capital Outlay	0	0	0	0	0	
641600	School Administration Program Debt Retirement	0	0	0	0	0	
641700	School Administration Program Insurance	0	0	0	0	0	
651100	Business Operation Program Salaries	0	0	0	0	0	
651200	Business Operation Program Benefits	0	0	0	0	0	
651300	Business Operation Program Purchased Services	0	0	0	0	0	
651400	Business Operation Program Supplies	0	0	0	0	0	
651500	Business Operation Program Capital Outlay	0	0	0	0	0	
651600	Business Operation Program Debt Retirement	0	0	0	0	0	
651700	Business Operation Program Insurance	0	0	0	0	0	
655100	Central Service Program Salaries	0	0	0	0	0	
655200	Central Service Program Benefits	0	0	0	0	0	
655300	Central Service Program Purchased Services	0	0	0	0	0	
655400	Central Service Program Supplies	0	0	0	0	0	
655500	Central Service Program Capital Outlay	0	0	0	0	0	
655600	Central Service Program Debt Retirement	0	0	0	0	0	
655700	Central Service Program Insurance	0	0	0	0	0	

Copy of PCSC Cash Flow Template NSCS - to AH
Cashflow - Detailed

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NORTH STAR CHARTER SCHOOL - Cash Flow Detail by Month

ACCOUNT	DESCRIPTION	Feb	Mar	Apr	May	June	@ 6/30/15
656100	Administrative Technology Service Salaries	0	0	0	0	0	
656200	Administrative Technology Service Benefits	0	0	0	0	0	
656300	Administrative Technology Service Purchased Services	0	0	0	0	0	
656400	Administrative Technology Service Supplies	0	0	0	0	0	
656500	Administrative Technology Service Capital Outlay	0	0	0	0	0	
656600	Administrative Technology Service Debt Retirement	0	0	0	0	0	
656700	Administrative Technology Service Insurance	1,637	1,637	1,637	1,637	1,637	
661100	Buildings - Care Program Salaries	0	0	0	0	0	
661200	Buildings - Care Program Benefits	4,320	4,320	4,320	4,320	4,320	
661300	Buildings - Care Program Purchased Services	1,296	1,296	1,296	1,296	1,296	
661400	Buildings - Care Program Supplies	6,304	6,304	6,304	6,304	6,304	
661500	Buildings - Care Program Capital Outlay	1,500	3,000	1,500	1,500	1,500	
661600	Buildings - Care Program Debt Retirement	0	0	0	0	0	
661700	Buildings - Care Program Insurance	0	0	0	0	0	
663100	Maintenance - Non-Student Occupied Salaries	0	0	0	0	0	
663200	Maintenance - Non-Student Occupied Benefits	0	0	0	0	0	
663300	Maintenance - Non-Student Occupied Purchased Services	0	0	0	0	0	
663400	Maintenance - Non-Student Occupied Supplies	0	0	0	0	0	
663500	Maintenance - Non-Student Occupied Capital Outlay	0	0	0	0	0	
663600	Maintenance - Non-Student Occupied Debt Retirement	0	0	0	0	0	
663700	Maintenance - Non-Student Occupied Insurance	0	0	0	0	0	
664100	Maintenance - Student Occupied Salaries	0	0	0	0	0	
664200	Maintenance - Student Occupied Benefits	0	0	0	0	0	
664300	Maintenance - Student Occupied Purchased Services	0	0	0	0	0	
664400	Maintenance - Student Occupied Supplies	0	0	0	0	0	
664500	Maintenance - Student Occupied Capital Outlay	0	0	0	0	0	
664600	Maintenance - Student Occupied Debt Retirement	0	0	0	0	0	
664700	Maintenance - Student Occupied Insurance	0	0	0	0	0	
665100	Maintenance - Grounds Salaries	0	0	0	0	0	
665200	Maintenance - Grounds Benefits	0	0	0	0	0	
665300	Maintenance - Grounds Purchased Services	0	0	0	0	0	
665400	Maintenance - Grounds Supplies	0	0	0	0	0	
665500	Maintenance - Grounds Capital Outlay	0	0	0	0	0	
665600	Maintenance - Grounds Debt Retirement	0	0	0	0	0	
665700	Maintenance - Grounds Capital Insurance	0	0	0	0	0	
667100	Security Program Salaries	0	0	0	0	0	
667200	Security Program Benefits	0	0	0	0	0	
667300	Security Program Purchased Services	0	0	0	0	0	
667400	Security Program Supplies	0	0	0	0	0	
667500	Security Program Capital Outlay	0	0	0	0	0	
667600	Security Program Debt Retirement	0	0	0	0	0	
667700	Security Program Insurance	0	0	0	0	0	

Copy of PCSC Cash Flow Template NSCS - to AH
Cashflow - Detailed

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NORTH STAR CHARTER SCHOOL - Cash Flow Detail by Month

ACCOUNT	DESCRIPTION	Feb	Mar	Apr	May	June	@ 6/30/15
681100	Pupil-to-School Transportation Salaries	0	0	0	0	0	
681200	Pupil-to-School Transportation Benefits	0	0	0	0	0	
681300	Pupil-to-School Transportation Purchased Services	43,946	34,694	39,320	50,884	46,258	
681400	Pupil-to-School Transportation Supplies	0	0	0	0	0	
681500	Pupil-to-School Transportation Capital Outlay	0	0	0	0	0	
681600	Pupil-to-School Transportation Debt Retirement	0	0	0	0	0	
681700	Pupil-to-School Transportation Insurance	0	0	0	0	0	
682100	Pupil-Activity Transportation Salaries	0	0	0	0	0	
682200	Pupil-Activity Transportation Benefits	0	0	0	0	0	
682300	Pupil-Activity Transportation Purchased Services	0	0	0	0	0	
682400	Pupil-Activity Transportation Supplies	0	0	0	0	0	
682500	Pupil-Activity Transportation Capital Outlay	0	0	0	0	0	
682600	Pupil-Activity Transportation Debt Retirement	0	0	0	0	0	
682700	Pupil-Activity Transportation Insurance	0	0	0	0	0	
683100	General Transportation Salaries	0	0	0	0	0	
683200	General Transportation Benefits	0	0	0	0	0	
683300	General Transportation Purchased Services	0	0	0	0	0	
683400	General Transportation Supplies	0	0	0	0	0	
683500	General Transportation Capital Outlay	0	0	0	0	0	
683600	General Transportation Debt Retirement	0	0	0	0	0	
683700	General Transportation Insurance	0	0	0	0	0	
691100	Other Support Services Program Salaries	0	0	0	0	0	
691200	Other Support Services Program Benefits	0	0	0	0	0	
691300	Other Support Services Program Purchased Services	0	0	0	0	0	
691400	Other Support Services Program Supplies	0	0	0	0	0	
691500	Other Support Services Program Capital Outlay	0	0	0	0	0	
691600	Other Support Services Program Debt Retirement	0	0	0	0	0	
691700	Other Support Services Program Insurance	0	0	0	0	0	
Non-Instruction		0	0	0	0	0	
710100	Child Nutrition Salaries	0	0	0	0	0	
710200	Child Nutrition Benefits	0	0	0	0	0	
710300	Child Nutrition Purchased Services	0	0	0	0	0	
710400	Child Nutrition Supplies	0	0	0	0	0	
710500	Child Nutrition Capital Outlay	0	0	0	0	0	
710600	Child Nutrition Debt Retirement	0	0	0	0	0	
710700	Child Nutrition Insurance	0	0	0	0	0	
720100	Community Services Program Salaries	0	0	0	0	0	
720200	Community Services Program Benefits	0	0	0	0	0	
720300	Community Services Program Purchased Services	0	0	0	0	0	
720400	Community Services Program Supplies	0	0	0	0	0	
720500	Community Services Program Capital Outlay	0	0	0	0	0	
720600	Community Services Program Debt Retirement	0	0	0	0	0	
720700	Community Services Program Insurance	0	0	0	0	0	

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Cashflow - Detailed

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9/8/2014

October 9, 2014

NORTH STAR CHARTER SCHOOL - Cash Flow Detail by Month

ACCOUNT	DESCRIPTION	Feb	Mar	Apr	May	June	@ 6/30/15
730100	Enterprise Operations Program Salaries	0	0	0	0	0	
730200	Enterprise Operations Program Benefits	0	0	0	0	0	
730300	Enterprise Operations Program Purchased Services	0	0	0	0	0	
730400	Enterprise Operations Program Supplies	0	0	0	0	0	
730500	Enterprise Operations Program Capital Outlay	0	0	0	0	0	
730600	Enterprise Operations Program Debt Retirement	0	0	0	0	0	
730700	Enterprise Operations Program Capital Insurance	0	0	0	0	0	
810300	Capital Assets - Student Occupied Purchased Services	0	0	0	0	0	
810400	Capital Assets - Student Occupied Supplies	0	0	0	0	0	
810500	Capital Assets - Student Occupied Capital Outlay	0	0	0	0	0	
811300	Capital Assets - Non-Student Occupied Purchased Services	0	0	0	0	0	
811400	Capital Assets - Non-Student Occupied Supplies	0	0	0	0	0	
811500	Capital Assets - Non-Student Occupied Capital Outlay	0	0	0	0	0	
911500	Principal Capital Outlay	0	0	0	0	0	
911600	Principal Debt Retirement	0	0	0	0	0	
912500	Interest Capital Outlay	0	0	0	0	0	
912600	Interest Debt Retirement	0	0	0	0	0	
913500	Refunded Debt Capital Outlay	0	0	0	0	0	
913600	Refunded Debt - Debt Retirement	0	0	0	0	0	
999.000000	Other Loan Payments & Obligations (line of credit, etc.)	0	0	0	0	0	
N/A	OTHER Costs (any not included above)	0	0	0	0	0	
TOTAL EXPENDITURES		385,806	372,753	374,563	401,082	379,194	
		551,637	-297,753	-359,563	117,885	-204,194	
		551,637	-297,753	-359,563	117,885	-204,194	
		0	0	0	0	0	
	Beginning balance						353,963
	Cash Flow - July 2014 thru June 2015						-63,667
	Ending balance						290,295
	Ending cash per summary tab						290,295
	Difference						<u><u>0</u></u>

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this _____ day of _____ 2014, by and between the Idaho Public Charter School Commission (the "Authorizer"), and North Star Charter School, Inc. (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the "Charter Schools Law.")

RECITALS

WHEREAS, on April 22, 2002, Joint School District No. 2 approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2003; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

WHEREAS, on _____, 2014, the Authorizer, Joint School District No. 2, and the School agreed to a transfer of the School's performance certificate and charter to the Authorizer;

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the "Certificate"). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions ("Pre-Opening Requirements") to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in 2003. In the event that all pre-

opening conditions have not been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

- C. Term of Agreement.** This Certificate is effective as of _____, and shall continue through **June 30, 2018**, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the “Board Roster”). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.**
- B. Grades Served.** The School may serve students in **kindergarten through grade 12.**
- C. Design Elements.** The School shall implement and maintain the following essential

design elements of its educational program:

- The School will provide each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence and virtuous leadership.
- Through the Character Leadership Program, the School will strive to remove fear, threat and intimidation from the classroom, creating the environment in which learning can best take place.
- A Business/Economics emphasis will be woven throughout the curriculum to teach the influences of business and economic decisions in our lives, communities and world.
- The School will implement the International Baccalaureate (IB) Diploma Program for grades 11-12, providing students with a curriculum that is intellectually challenging and utilizes rigorous assessments to prepare students for the demands of college and employment.
- In addition to core subject matter, the School will emphasize the Arts, exposing students to music and art and providing additional opportunities for increased language development, visual learning, inventiveness, and cultural awareness.

D. Standardized Testing. Students of the School shall be tested with the same standardized tests as other Idaho public school students.

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

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

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

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

C. Authorizer to Monitor School Performance. The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set

out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.
- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 1,020 students. Annually, no less than thirty (30) days prior to NSCS's lottery application deadline, the Board of Directors will establish, at its regularly scheduled meeting, by motion and vote, an 'Annual Enrollment Capacity' as follows: Based on recommendations from the Administration, the Board will establish: (1) an annual school-wide enrollment capacity not to exceed 1032 students; and (2) an annual enrollment capacity for each grade. Each year, The Administration will: (1) post the Annual Enrollment Capacity information on the NSCS web site within five (5) days of the Board vote; and (2) conduct the lottery and enrollment process in compliance with the limits established in the Board's Annual Enrollment Capacity motion and vote.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.
- D. School Facilities.** 839 N Linder Rd, Eagle, Idaho, 83616. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: within the boundaries for the Joint School District No 2, north of Ustick Road with eastern, western and northern boundaries as shown on map in Appendix J.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until

the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

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

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

October 9, 2014

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective _____, 2014.

Chairman, Idaho Public Charter School Commission

Chairman, _____ Board

Appendix A: Conditions of Authorization/Renewal

Appendix B: Charter

Appendix C: Pre-Opening Requirements

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Board Roster

Appendix F: School Performance Framework

Appendix G: Authorizer Policies

Appendix H: Enrollment Policy

Appendix I: Public Charter School Closure Protocol

Appendix J: Attendance Area Map

October 9, 2014

Appendix A: Conditions of Authorization / Renewal

North Star Charter School, Inc.

Date

No conditions of authorization or renewal are applicable.

October 9, 2014

Appendix B: Charter

If North Star Charter School's transfer petition is approved, a copy of the school's then approved charter (clean, with no legislative formatting) will be inserted into the school's performance certificate as Appendix B.

October 9, 2014

October 9, 2014

**Idaho Public Charter School Commission
Pre-Opening Requirements for Newly Approved Public Charter Schools**

Requirement	Description	Submit To	Deadline	Notes
New Charter School Bootcamp	Attend training session with SDE; provide proof of attendance.	PCSC	May 31	The bootcamp will generally be held in March or April. Proof of attendance is due by May 31.
Pre-Opening Dashboard	Complete the dashboard; include in Pre-Opening Update materials.	PCSC	May 31	All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31.
Enrollment Report	Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials.	PCSC	May 31	
Facilities Report	Update the Facility Template; include in Pre-Opening Update materials.	PCSC	May 31	
Updated Pre-Opening Timeline	Update the Pre-Opening Timeline; include in Pre-Opening Update materials.	PCSC	May 31	
School Calendar	Prepare school calendar for SDE; provide copy for PCSC.	SDE, PCSC	May 31	
Charter School Advance Payment Request		SDE	June 1	
Advance Payment Request - Transportation		SDE	June 15	
Consolidated Federal and State Grant Application	If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE.	SDE	June 30	Not applicable for schools not intending to have a Title I program
Budget	Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC.	SDE, PCSC	July 15	
Updated 1 st Year Cash Flow	Update the 1 st Year Cash Flow based on the finalized budget.	PCSC	July 15	
Facilities Confirmation	Update the Facility Template for the school's confirmed facility and submit documentation.	PCSC	July 15	This final facilities update should demonstrate the school's ability to open per its proposed schedule.
Education Directory Updates		SDE	July 30	
School Policies – LEP & GT	Submit updated plans to provide services to Limited English Proficient (LEP / ELL) and Gifted and Talented (GT) students.	SDE, PCSC	July 31	Plans should be detailed and well-tailored to the school and its educational program.
Policy Manual	School should submit a draft policy manual that outlines critical policies and procedures for the board and school operations.	PCSC	July 31	
Special Education Assurances	Details available from the SDE and/or in the Charter School Special Ed Primer	SDE	Before 1 st day of instruction	
Final Board & Staff Roster	A final roster of board and staff with names, titles, and contact information should be submitted.	PCSC	August 31	

In addition to the above requirements, the school must submit applicable information / documents as outlined in the ID State Department of Education's Data Acquisition Calendar.

October 9, 2014

Appendix D: Articles of Incorporation and Bylaws

October 9, 2014

**Articles of Incorporation
North Star Charter School, Inc.**

FILED/EFFECTIVE
MAY 14 AM 8:27
CLERK OF STATE
IDAHO

I, _____, undersigned, being a mature person of full age and a citizen of Idaho and the United States, naturally acting as the incorporator of a corporation under the Idaho Nonprofit Corporation Act, adopts the following Articles of Incorporation for such corporation:

Article 1

The name of the corporation is North Star Charter School, Inc.

Article 2

The corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Notwithstanding any other provision of these Articles to the contrary, the corporation shall not carry on any activities not permitted of:

- (a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or
- (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Article 3

The principal office of the corporation is located in Ada County, Idaho. The street address of the registered office is: 5713 N. Hill Haven Place, Star, Idaho 83669

The registered agent for the corporation at such address is: Gale L. Pooley.

Article 4

The initial mailing address of the corporation is:

Gale L. Pooley
5713 N. Hill Haven Place
Star, ID 83669

Page 1

IDAHO SECRETARY OF STATE
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Article 5

The corporation is a nonprofit corporation under the laws of the state of Idaho. The corporation shall have all powers allowed by law including, without limitation, those powers described in Section 30-3-24 of the Idaho Code, as amended and supplemented.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its officers, trustees, employees, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article 2 hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

Article 6

The corporation shall exist perpetually or until dissolved according to law.

Article 7

The corporation shall have no members.

Article 8

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the Bylaws as adopted from time to time by the Board of Directors.

Article 9

The number of directors constituting the Board of Directors of the corporation shall be fixed by the Bylaws, but in no event shall there be less than four (4) nor more than seven (7) directors. The names and addresses of the initial directors are:

<u>Name</u>	<u>Address</u>
Gale L. Pooley	5713 N. Hill Haven Place, Star, ID 83669
Don Myer	12600 W. Lanktree Gulch, Star, ID 83669
Toby Pafundi	5791 N. Star Ridge Way, Star, ID 83669
Shanna Liles	1502 Ellis Avenue, Caldwell, ID 83605

October 9, 2014

Articles of Incorporation

North Star Charter School, Inc

Article 10

The procedure for appointing and replacing Directors shall be set forth in the Bylaws.

Article 11

These Articles may be amended only upon the unanimous consent of all Directors.

Article 12

The corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

Article 13

The names and address of the Incorporator is:

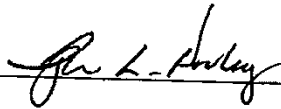
Gale L. Pooley
5713 N. Hill Haven Place
Star, ID 83669

Article 14

Upon dissolution of the corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Meridian School District's non-profit foundation which is organized and operated exclusively for educational purposes and which has established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board of Directors.

Signature of Incorporator:

Gale L. Pooley



**THIRD AMENDED BYLAWS OF
NORTH STAR CHARTER SCHOOL, INC.
An Idaho Nonprofit Corporation**

**ARTICLE 1
OFFICES**

Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the County of Ada, State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within the County of Ada, State of Idaho.

**ARTICLE 2
PURPOSE**

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning of §501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code. Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- (a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or
- (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future Federal income tax code.

**ARTICLE 3
NO MEMBERS**

Section 3.1 No Members

The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members, shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the Board.

Section 3.2 Associates

Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such

reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

ARTICLE 4 BOARD OF DIRECTORS

Section 4.1 Board of Directors

The Board shall consist of Directors elected or appointed for a two (2) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers of the Board of Directors

The Board, as a board, shall have the full power and duty to manage and oversee the operations of the Corporation's business and to pledge the credit, assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (Idaho Code § 33-5201).

Section 4.3 Election of Directors

- (a) The term for the Board members shall be staggered to allow for continuity in the management of Corporation business, as follows:
 - a. Seat One: Elected every even year (parent seat)
 - b. Seat Two: Elected every even year (parent or community seat)
 - c. Seat Three: Elected every even year
 - d. Seat Four: Elected every odd year (parent seat)
 - e. Seat Five: Elected every odd year
 - f. Seat six: Elected every odd year
 - g. Seat Seven: Elected every even year
- (b) No more than three (3) Directors may be a parent with one or more children attending the North Star Charter School.
- (c) In order to advance the cooperative spirit set forth in the Charter for the Corporation, the Board shall also allow the elected President of the Parent-Teacher Organization (PTO) to serve with the Board in a non-voting *ex-officio* capacity. This position does not participate in any executive sessions of the Board.

- (d) Directors will be elected to the Board by vote of stakeholders of the Corporation at the Corporation's Annual Meeting, in accordance with an elections policy adopted by the Board of Directors. As used herein, "Stakeholders" shall mean the parents and legal guardians of pupils then attending North Star Charter School, the faculty and employees of North Star Charter School, members of the North Star Charter School Parent-Teacher Organization and such other persons and entities as the Board determines to be stakeholders of the Corporation.

Section 4.4 Term

- (a) Directors shall be elected or appointed to a two (2) year term of office.
- (b) Each Director shall serve until the stakeholders at the annual meeting of the Corporation duly elect his/her successor.

Section 4.5 Resignation and Removal

Subject to the provisions of §30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Director may be removed with or without cause by a majority vote of the Directors then in office, or for cause by a majority vote of the Stakeholders in accordance with Section 4.6(c).

Section 4.6 Vacancies

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- (b) The Board may declare vacant the office of any Director who has been convicted of a felony, or has been found to have breached any duty arising under §30-3-85 of the Idaho Nonprofit Public Corporation Act, or found to be of unsound mind by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any calendar year.
- (c) The stakeholders may only recall (remove) a Director for one or more of the reasons listed in Section 4.6(b) above, in accordance with the procedure set forth in this Section. A request to recall a Director may be initiated by a Petition which identifies the specific basis of the recall as noted in 4.6(b) and is signed by no less than 15% of the eligible stakeholder at the time of the petition. The Petition shall be presented to the Clerk of the Board. The Board shall hold a recall election in the same manner as regular elections, which shall be completed within 30 school days from the receipt of the Petition. The Director shall be recalled and removed

from office, and their seat deemed vacant, if two thirds of the Stakeholders voting in the recall election vote in favor of the recall.

- (d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until the expiration of the term for the seat to which they were appointed.
- (e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's terms of office.

Section 4.7 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The corporation shall carry liability insurance covering the Corporation's business.

Section 4.8 Employees

The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 4.9 Voting

Voting by the Board shall be in person, and no proxy voting on the Board may occur.

Section 4.10 Quorum

A quorum consisting of a majority of the then current Directors must be assembled to vote and conduct business.

Section 4.11 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

**ARTICLE 5
BOARD MEETINGS**

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be the principal office of the Corporation in the County of Ada, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year on the third Thursday of July, if not a legal holiday, and if a legal holiday, then on the day following, at 7:00 o'clock P.M. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory, but will be scheduled for the third Thursday of the month or at another time and location agreed to by the Board.

Section 5.4 Notice of Meetings

Notice of the time and place of any regular, annual, or special meeting of the Directors shall be given in compliance with Idaho Code or by posting the same upon the school bulletin board and on the school web site at least five (5) days, and not more than ten (10) days, prior to the meeting. No special meeting shall be held without at least a twenty-four (24) hour meeting and agenda notice, unless an emergency exists. An emergency is a situation involving injury or damage to persons or property, or immediate financial loss, or the likelihood of such injury, damage or loss, when the notice requirements of this section would make such notice impracticable, or increase the likelihood or severity of such injury, damage or loss, and the reason for the emergency is stated at the outset of the meeting. Any meeting of the Board that includes an "executive session" shall comply with Idaho Code §67-2345.

**ARTICLE 6
OFFICERS AND DUTIES**

Section 6.1 Officers

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Board and serve a one (1) year term.

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board and shall be a voting member on all matters subject to a board vote. The

Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

- (a) The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporations' Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of Directors and their respective addresses.
- (b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

- (a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member.
- (b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to

the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the board.

Section 6.6 Removal

Any Officer may be removed, either with or without cause, by a majority of the Directors then in office.

Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

**ARTICLE 7
FISCAL AFFAIRS**

Section 7.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1st to June 30th.

**ARTICLE 8
NOTICES**

Section 8.1 Manner of Giving Notice

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by Statute, Articles of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 8.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

**ARTICLE 9
DISSOLUTION**

Section 9.1 Dissolution

Upon dissolution of the Corporation, after paying or adequately providing for the debts and obligations of the Corporation, any remaining assets shall be distributed to the school's then

October 9, 2014

valid authorizer pursuant to Idaho Code and in a manner to ensure continued compliance with the Corporation's non-profit tax exempt status.

**ARTICLE 10
AMENDMENTS**

Section 10.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board, and shall be deemed effective upon approval by the Idaho Public Charter School Commission. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicated the place or page where the amendment or repeal may be found.

Approved by a vote of 4 in favor and 0 against at the special scheduled and noticed meeting held on the 30th day of June, 2014.



William Russell – Vice-Chairman of the Board



Ellen Bates - Attest

Appendix E: Board Roster

North Star Charter School, Inc.

Date

Board Member	Office	Term (MM/YY – MM/YY)	E-mail	Phone
James Miller	Chairman	07/13 - 07/15	millerjc@cablone.net	208-863-6801
Bill Russell	Vice Chair	07/14 - 07/16	wjrussell@nnu.edu	208-286-4261
Bruce Dukelow	Secretary	07/14 - 07/16	michst8@cablone.net	208-938-8006
Roy Ledesma	Treasurer	07/14 - 07/16	roy.ledesma@gmail.com	208-286-4261
Dan Hullinger	Member	07/13 - 07/15	dan.hullinger@yahoo.com	208-869-6801
Chris Tiel	Member	07/13 – 07/15	bugleme3@cablone.net	208-453-2050
Vacant	Seat 7			

October 9, 2014

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: North Star Charter School Year Opened: 2003 Operating Term: / /14 - 6/30/18 Date Executed: _____

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on [date] and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

October 9, 2014

NORTH STAR CHARTER SCHOOL ---- ACADEMIC FRAMEWORK (XXXX-XXXX data)

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
<div>Measure 1a</div> <div>Overall Star Rating</div> <div>Is the school meeting acceptable standards according to existing state grading or rating systems?</div> <div>Exceeds Standard: School received five stars on the Star Rating System</div> <div>Meets Standard: School received three or four stars on the Star Rating System</div> <div>Does Not Meet Standard: School received two stars on the Star Rating System</div> <div>Falls Far Below Standard: School received one star on the Star Rating System</div>		Result (Stars)	Points Possible		Points Earned		
		5	25				
		4	20				
		3	15				
		2	0				
		1	0		<div></div> 0.00		
Notes							
<div>Measure 1b</div> <div>State Designations</div> <div>Is the school meeting state designation expectations as set forth by state and federal accountability systems?</div> <div>Exceeds Standard: School was identified as a "Reward" school.</div> <div>Meets Standard: School does not have a designation.</div> <div>Does Not Meet Standard: School was identified as a "Focus" school.</div> <div>Falls Far Below Standard: School was identified as a "Priority" school.</div>		Result	Points Possible		Points Earned		
		Reward	25				
		None	15				
		Focus	0				
		Priority	0		<div></div> 0.00		
		Notes					
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
<div>Measure 2a</div> <div>ISAT / SBA % Proficiency Reading</div> <div>Are students achieving reading proficiency on state examinations?</div> <div>Exceeds Standard: 90% or more of students met or exceeded proficiency.</div> <div>Meets Standard: Between 65-89% of students met or exceeded proficiency.</div> <div>Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.</div> <div>Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.</div>		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	18	90-100	11	0.00
			38-56	18	65-89	25	0.00
			20-37	18	41-64	24	0.00
			0-19	19	1-40	40	0.00
							0.00
Notes							
<div>Measure 2b</div> <div>ISAT / SBA % Proficiency Math</div> <div>Are students achieving math proficiency on state examinations?</div> <div>Exceeds Standard: 90% or more of students met or exceeded proficiency.</div> <div>Meets Standard: Between 65-89% of students met or exceeded proficiency.</div> <div>Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.</div> <div>Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.</div>		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	18	90-100	11	0.00
			38-56	18	65-89	25	0.00
			20-37	18	41-64	24	0.00
			0-19	19	1-40	40	0.00
							0.00
Notes							

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NORTH STAR CHARTER SCHOOL ---- ACADEMIC FRAMEWORK (XXXX-XXXX data)

Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
Notes							<u>0.00</u>
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
Notes							<u>0.00</u>
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
Notes							<u>0.00</u>
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
Notes							<u>0.00</u>

October 9, 2014

NORTH STAR CHARTER SCHOOL ---- ACADEMIC FRAMEWORK (XXXX-XXXX data)

Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0.00
							0.00
Notes							
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0.00
							0.00
Notes							
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0.00
							0.00
Notes							
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0.00
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0.00
	Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0.00
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0.00
							0.00
Notes							

October 9, 2014

NORTH STAR CHARTER SCHOOL ---- ACADEMIC FRAMEWORK (XXXX-XXXX data)

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned			
Coursework	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes					0.00		
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes					0.00		
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes					0.00		
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0.00
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0.00
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-26	13	71-80	10	0.00
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0.00
Notes							0.00

October 9, 2014

NORTH STAR CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
Measure 1	Is the school ***?	Result	Points Possible	Points Earned
	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:			
Notes	North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. NSCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. NSCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2018, Mission-Specific measures must be included in the renewal Certificate at that time. NSCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.			0.00

October 9, 2014

NORTH STAR CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible	Points Earned
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.		25	
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				<hr/> 0.00
Notes				
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				<hr/> 0.00
Notes				
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				<hr/> 0.00
Notes				

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and an ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?			
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
	Notes			0.00

GOVERNANCE AND REPORTING				
Measure 3a Governance Requirements	<p>Is the school complying with governance requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
			25	
			15	
			0	
Notes				0.00
Measure 3b Reporting Requirements	<p>Is the school complying with reporting requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing</p>	Result	Points Possible	Points Earned
			25	
			15	
			0	
Notes				0.00
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	<p>Is the school protecting the rights of all students?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
			25	
			15	
			0	
Notes				0.00

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NORTH STAR CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

Measure 4b Credentialing	<p>Is the school meeting teacher and other staff credentialing requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
Notes			25	
			15	
			0	
				<hr/> 0.00
Measure 4c Employee Rights	<p>Is the school complying with laws regarding employee rights?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
Notes			25	
			15	
			0	
				<hr/> 0.00
Measure 4d Background Checks	<p>Is the school completing required background checks?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
Notes			25	
			15	
			0	
				<hr/> 0.00

INDICATOR 5: SCHOOL ENVIRONMENT				
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 5c Information Handling	Is the school handling information appropriately?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00

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NORTH STAR CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS			
Measure 6a Additional Obligations	Is the school complying with all other obligations?	Result	Points Possible
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated here; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0
Notes			<hr/> 0.00

October 9, 2014

NORTH STAR CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	<p>Result</p> <p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p>	<p>Points Earned</p> <p>0.00</p>
Notes			
Measure 1b Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	<p>Result</p> <p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p>	<p>Points Earned</p> <p>0.00</p>
Notes			
Measure 1c Enrollment Variance	<p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p>	<p>Result</p> <p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p>	<p>Points Earned</p> <p>0.00</p>
Notes			
Measure 1d Default	<p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	<p>Result</p> <p>Points Possible</p> <p>50</p> <p>0</p>	<p>Points Earned</p> <p>0.00</p>
Notes			

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NORTH STAR CHARTER SCHOOL --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES																				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	<p>Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues</p> <p>Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i></p> <p>Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.</p>	<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td></td><td>50</td><td></td></tr> <tr> <td></td><td>10</td><td></td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td><hr/>0.00</td></tr> </table>	Result	Points Possible	Points Earned		50			10			0				<hr/> 0.00			
Result	Points Possible	Points Earned																		
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		<hr/> 0.00																		
Notes																				
Measure 2b Debt to Asset Ratio	<p>Debt to Asset Ratio: Total Liabilities divided by Total Assets</p> <p>Meets Standard: Debt to Asset Ratio is less than 0.9</p> <p>Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0</p> <p>Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0</p>	<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td></td><td>50</td><td></td></tr> <tr> <td></td><td>30</td><td></td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td><hr/>0.00</td></tr> </table>	Result	Points Possible	Points Earned		50			30			0				<hr/> 0.00			
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Measure 2c Cash Flow	<p>Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash</p> <p>Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i></p> <p>Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"</p> <p>Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative</p>	<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td>50</td><td></td></tr> <tr> <td></td><td>30</td><td></td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td><hr/>0.00</td></tr> </table>	Result	Points Possible	Points Earned		0			50			30			0				<hr/> 0.00
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Measure 2d Debt Service Coverage Ratio	<p>Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)</p> <p>Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1</p> <p>Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1</p> <p>Falls Far Below Standard: Not Applicable</p>	<table> <tr> <th>Result</th><th>Points Possible</th><th>Points Earned</th></tr> <tr> <td></td><td>50</td><td></td></tr> <tr> <td></td><td>0</td><td></td></tr> <tr> <td></td><td></td><td><hr/>0.00</td></tr> </table>	Result	Points Possible	Points Earned		50			0				<hr/> 0.00						
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October 9, 2014

NORTH STAR CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	3%	0.00	25	2%	0.00
	1b	25	3%	0.00	25	2%	0.00
Proficiency	2a	75	8%	0.00	75	7%	0.00
	2b	75	8%	0.00	75	7%	0.00
	2c	75	8%	0.00	75	7%	0.00
	3a	100	11%	0.00	100	10%	0.00
Growth	3b	100	11%	0.00	100	10%	0.00
	3c	100	11%	0.00	100	10%	0.00
	3d	75	8%	0.00	75	7%	0.00
	3e	75	8%	0.00	75	7%	0.00
	3f	75	8%	0.00	75	7%	0.00
	3g	100	11%	0.00	100	10%	0.00
	4a				50	5%	0.00
College & Career Readiness	4b1 / 4b2				50	5%	0.00
	4c				50	5%	0.00
Total Possible Academic Points		900	100%		1050	100%	
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				0.00			0.00
% of Possible Academic Points for This School				0.00%			0.00%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2018. NSCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. NSCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2018, Mission-Specific measures must be included in the renewal Certificate at that time. NSCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.							
Total Possible Mission-Specific Points		0	0%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				N/A			N/A
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		900			1050		
TOTAL POINTS RECEIVED				0.00			0.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				0.00%			0.00%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	0.00
	1b	25	6%	0.00
	1c	25	6%	0.00
	1d	25	6%	0.00
Financial Management & Oversight	2a	25	6%	0.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	0.00
	3b	25	6%	0.00
Students & Employees	4a	25	6%	0.00
	4b	25	6%	0.00
	4c	25	6%	0.00
	4d	25	6%	0.00
School Environment	5a	25	6%	0.00
	5b	25	6%	0.00
	5c	25	6%	0.00
Additional Obligations	6a	25	6%	0.00
TOTAL OPERATIONAL POINTS		400	100%	0.00
% OF POSSIBLE OPERATIONAL POINTS				0.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	0.00
	1b	50	13%	0.00
	1c	50	13%	0.00
	1d	50	13%	0.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	0.00
	2c	50	13%	0.00
	2d	50	13%	0.00
TOTAL FINANCIAL POINTS		400	100%	0.00
% OF POSSIBLE FINANCIAL POINTS				0.00%

October 9, 2014

NORTH STAR CHARTER SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

Section I: (Reserved for General Governing Policies & Procedures)

Section II: Oversight Policies and Procedures

A. Submission of Meeting Materials (Adopted June 17, 2014)

1. **Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than thirty (30) days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
2. **Fiscal Materials Deadline:** Updated materials related to fiscal information specifically requested by PCSC staff must be received by the PCSC office no later than 8:00 a.m. three (3) business days prior to a regular meeting date. This provision notwithstanding, fiscal information must also be provided in accordance with the 30-day deadline.
3. **Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 48 hours prior to the meeting time. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
4. **Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Word, Excel, or Adobe PDF. Materials submitted in hard copy or as more than ten (10) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.
5. **Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.
6. **Audio/Visual Presentations:** Audio/visual presentation files must be submitted one (1) week prior to a regular meeting or 48 hours prior to a special meeting. Such files must be submitted to the PCSC office via electronic mail, web-based file-sharing services, or portable data storage device, and will be made available to presenters at the meeting site using PCSC computer and projection equipment.

B. New and Transfer Charter Petitions (Adopted June 17, 2014)

1. Petition Consideration Timeline

- a. The PCSC shall consider new and transfer charter school petitions on a timeline in compliance with I.C. § 33-5205.
- b. New and transfer charter petitions shall be considered only at regularly scheduled PCSC meetings.
- c. The PCSC shall hold an initial hearing to consider the merits of the petition within 75 days after a petition is “considered received” as defined in IDAPA 08.03.01.300.04.

2. Standards for Petition Approval

- a. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.
- b. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.2.a of this policy.
- c. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.
- d. The PCSC may approve a new or transfer charter petition contingent upon specific revisions that the petitioners are directed to make to PCSC staff’s satisfaction. The PCSC’s written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC’s contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC’s next regularly scheduled meeting.

3. Petition Evaluation Process

- a. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) files, one comprising the body of the petition and the other the combined appendices. The body of the petition must be submitted in Microsoft Word format.
- b. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.

3. Petition Evaluation Process (continued)

- c. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section II.A.1 of this policy.
 - i. Revised petitions shall show all changes in legislative format (see [The Idaho Rule Writer's Manual](#), section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "track changes" feature in Word shall not be considered an acceptable substitute for legislative format.
 - ii. Revised petitions shall clearly show the submission date of the revision on the title page.
 - iii. Petition revisions shall be submitted in accordance with Section II.B.3.a of this policy. The entire petition, including appendices, must be submitted with each revision.
 - iv. Petition revisions submitted out of compliance with this section shall be returned to the petitioners without further review.
 - v. Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.
 - vi. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.
- d. The most recent, complete petition revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the meeting materials submission deadline will be the version provided to the PCSC.
- e. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.
- f. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the petition is excluded from this provision.
- g. If, at the initial hearing, a decision regarding a petition is delayed, one (1) revision will be accepted by PCSC staff prior to the second PCSC hearing. If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.

C. Proposed Charter or Performance Certificate Amendments (Adopted February 13, 2014)

1. Proposed Charter or Performance Certificate Amendment Consideration Timeline

- a. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.
 - i. Proposed amendments, other than those deemed appropriate for administrative approval per item (c.) of this section, must be submitted according to the meeting materials deadlines outlined II.A.
- b. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.
- c. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

2. Standards for Charter Amendment Approval

- a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.
 - i. Proposed charter amendments that score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER) are most likely to be recommended for approval. The PER will be available to charter holders in advance of amendment submission.
- b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments.

3. Proposed Charter or Performance Certificate Amendment Process

- a. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.
- b. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.

3. Proposed Charter or Performance Certificate Amendment Process (continued)

- c. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. The charter or excerpt(s) thereof must be submitted in Microsoft Word format.
- d. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show changes" feature shall not be considered an acceptable substitute for legislative format.
- e. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.
- f. The most recent, complete revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be the version provided to the PCSC.
- g. The revision provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of that revision. The charter holder will also be provided with the updated PER or evaluation document results.
- h. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.

4. PCSC Decisions Regarding Proposed Charter or Performance Certificate Amendments

- a. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.

October 9, 2014

Appendix H: Enrollment Policy

North Star Charter School, Inc.

Date

North Star Charter School, Inc. will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

October 9, 2014

IDAHO PUBLIC CHARTER SCHOOL COMMISSION



CLOSURE PROTOCOL

August 2013

Background

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

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

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

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

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

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

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Introduction

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

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

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

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

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

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

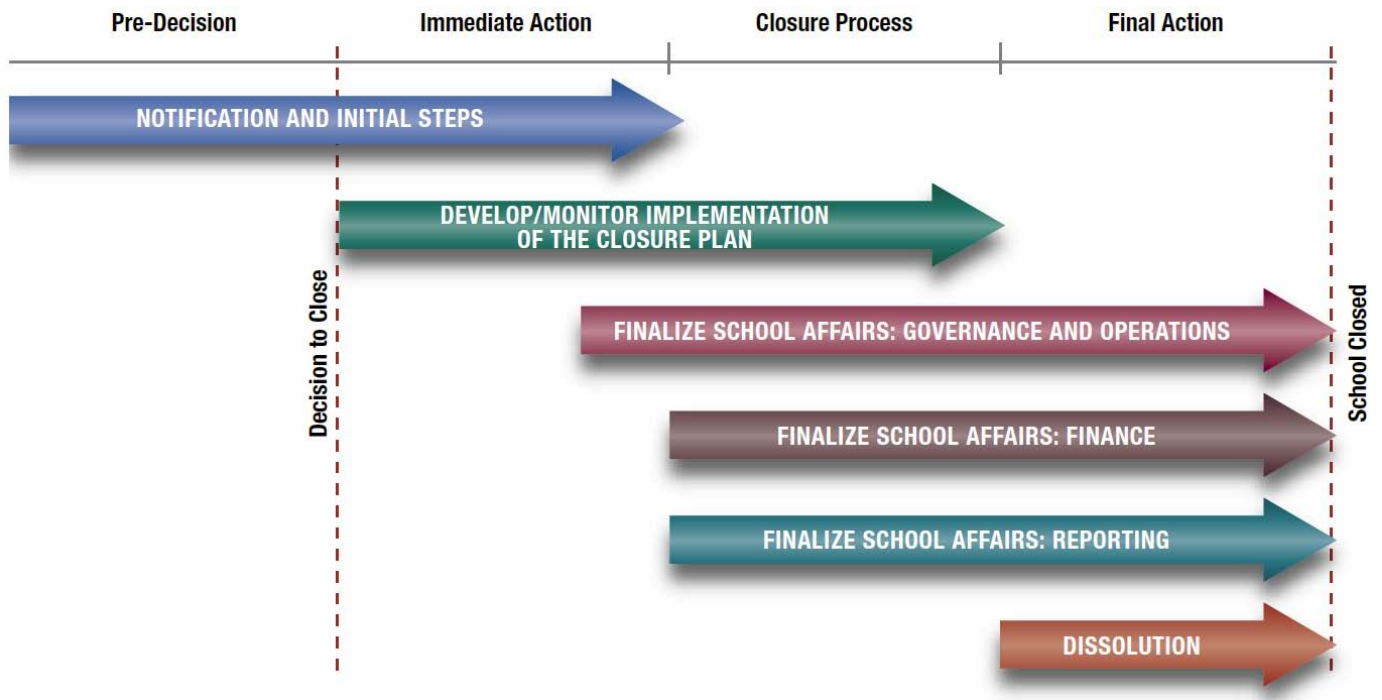
Endnotes

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

² I.C. § 33-5212

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

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Meet with PCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator and a representative of the school's board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to: <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
Notify Parents / Guardians of Potential Closure <ol style="list-style-type: none"> 1. Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
Notify School Districts Materially Impacted <ol style="list-style-type: none"> 1. Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to: <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
Review and Report on Finances <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

<p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. 2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records. 	<p>School, PCSC</p>			
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Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Establish Transition Team, Develop Closure Plan, and Assign Roles 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.	School, PCSC, SDE			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
Submit Final Closure Report Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including business services will end.	School			
Notify Contractors and Terminate Contracts <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
Notify Employees and Benefit Providers <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain and Organize Records 1. Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. 2. Determine where records will be stored after dissolution.	School			
Transfer Student Records and Testing Material 1. Ensure that all student records are organized and complete 2. Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. 3. Document the transfer of records to include: <ul style="list-style-type: none"> Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
Inventory Assets and Prepare Federal Items for Pick-up 1. Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (ie. ID Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. 2. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. 3. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Not that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. If the school owes the state money, it should list the SDE as a creditor and treat it accordingly.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Dissolve the Charter School (I.C. § 30-3-110) <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
Notify the Secretary of State (I.C. § 30-3-112) <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
Notify Known Claimants (I.C. § 30-3-114) Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.	School			
End Corporate Existence (I.C. § 30-3-113) A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including: <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.	School			

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

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

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹

October 9, 2014

Appendix J: Attendance Area Map

NORTH STAR CHARTER SCHOOL

PERFORMANCE CERTIFICATE

This performance certificate is executed on this ____ day of June, 2014 by and between Joint School District No 2 (the "Authorizer"), and North Star Charter School, Inc, (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the "Charter Schools Law.")

RECITALS

WHEREAS, on April 22, 2002, Joint School District No. 2 as the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2003, and that the Borrower's charter agreement was amended on March 13, 2007 to allow the school to expand its grade offerings

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizer no later than July 1, 2014;

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the "Certificate"). The approved Charter is attached to this Certificate as Appendix B.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2014, and shall continue through June 30, 2018, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the "Charter Board") in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School,

although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

- B. Articles of Incorporation and Bylaws.** The Articles of Incorporation and Bylaws of the entity holding the Charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The Articles of Incorporation and current Bylaws are attached to this Certificate as Appendix D (the "Articles and Bylaws"). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the "Board Roster"). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.
- B. Grades Served.** The School serves students in Kindergarten through grade 12.
- C. Design Elements:** The Idaho State Department of Education's Core Standards serve as the starting point and is enhanced with unifying themes and other creative methods. Traditional core curriculum areas--language, social studies, science, physical education, mathematics, and arts--remain strongly emphasized. The core curriculum will be enhanced with music, American history studies and business/economics.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the State Board of Education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing or Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework as Basis for Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These

negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- D. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 1,020 students. The maximum number of students who may be enrolled per class/grade level shall be as follows:

Grade level	Maximum student population
Kindergarten	78
First	90
Second	90
Third	96
Fourth	96
Fifth	105
Sixth	105
Seventh	90
Eighth	90
Ninth	60
Tenth	60
Eleventh	30
Twelfth	30

- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.
- D. School Facilities.** The School currently operates at 839 N Linder Rd, in Eagle, Idaho. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is within the boundaries for the Joint School District No 2, north of Ustick Road with eastern, western and northern boundaries as shown on map in Appendix B.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.
- D. Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate.

Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code §33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with the School's By-Laws and applicable Charter School law.

SECTION 8: MISCELLANEOUS

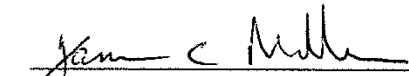
- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.

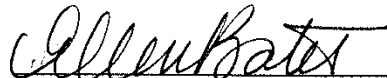
October 9, 2014

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


IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective July 1, 2014.


NORTH STAR CHARTER SCHOOL, INC


By: Jim Miller
Chairman of the Board


Ellen Bates - Clerk of the Board
Attest

JOINT SCHOOL DISTRICT NO 2


By: Dr. Linda Clark
Its: Superintendent


Trish Duncan – Clerk of the Board
Attest

Appendix A: Conditions of Authorization/Renewal

Appendix B: Charter

Appendix C: Pre-Opening Requirements

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Board Roster

Appendix F: School Performance Framework

Appendix G: Authorizer Policies

Appendix H: Enrollment Policy

Appendix I: Public Charter School Closure Protocol

Appendix A: Conditions of Authorization/Renewal

No conditions of authorization or renewal are applicable.

Appendix B: Charter



North Star Charter School

839 N. Linder Road
Eagle, Idaho 83616
Office: (208) 939-9600

Established 2003

Primary Attendance Area is within the Meridian School District #2

Submitted May 6, 2014

Charter submitted by:
Jim Miller, Chairman of the Board
(208)863-6801
millerjc@cableone.net
839 N. Linder Road
Eagle, Idaho 83616

Tab 1:
Executive Summary, Articles of Incorporation, By-Laws,
Mission Statement, Vision Statement

EXECUTIVE SUMMARY

North Star Charter School (NSCS) was established in 2003 as a K-6 program (later becoming a K-8) based on the Harbor School Method of instruction and discipline, a model that incorporates high expectations for intellectual achievement as well as behavior. We have evolved from our Harbor “roots” to a school that uses newer methods and technological tools, but still adhere to some of the philosophical concepts from Harbor. However, we can no longer be considered a pure Harbor School. With that said, NSCS’s educational philosophy, from kindergarten through senior graduation, promotes high expectations and a school culture that supports achievement.

The school expanded in 2007, with the addition of the High School grades. The hallmark of this addition was the clear articulation that a goal of “college readiness” will be achieved by our students regardless of their career aspirations. In order to achieve this goal, NSCS became the first public school in Idaho to offer the prestigious International Baccalaureate (IB) Diploma Program which is administered by the International Baccalaureate Organization. The program helps develop the student’s intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. In addition, the IB learner profile and CAS program tie right into NSCS’s Character Program.

Along with the IB program, NSCS provides a unique learning opportunity throughout our curriculum with an emphasis on the use of technology and an economics/business thread that is interwoven at all grade levels.

VISION STATEMENT

North Star students will mature as confident architects of their future and thrive at every level of their education and careers.

This vision guides North Star Charter School to:

- Forge “high performance” principles into a stellar public education.
- Ignite in our students’ a passion for critical and creative thinking balanced with a deep ability for self-reflection.
- Fuel a vision of perseverance, compassion and depth of character that empowers our students to flourish in their community, nation and world.

By “high performance” we mean having a universal and pointed focus on accelerated educational expectations for all students. In aligning curriculum from K through 12th grades, high standards for teaching and learning can be achieved. We promote and train effective teachers and leaders that use the powerful tools of collaboration and communication to unite the whole NSCS community.

MISSION STATEMENT

North Star Charter School provides students a world-class education characterized by a safe, supportive and structured learning climate that encourages high academic achievement, intellectual confidence, leadership and virtuous citizenship.

This mission represents our belief that all of our students will receive an education that prepares them to handle the issues of the 21st century world by equipping them to think critically and creatively and gain confidence in their skills and knowledge, resulting in citizen leaders with virtue. They will achieve this through the “North Star Way”:

- **Students:** We believe all of our students deserve and can benefit from the educational programs we offer. We are a public, K-12, tuition free charter school.
- **World-Class:** We are an International Baccalaureate (IB) school. We engage students in exploration and discovery of their 21st century world through the IB Diploma program, learning a second language, surveying music or art, and investigating global entrepreneurship.
- **Safe, Supportive and Structured:** We help our students become virtuous citizens. Our elementary program prepares students both morally and in conduct, for the leadership, service and hard work of our secondary and IB diploma programs. We provide a safe learning environment allowing students to focus on a challenging curriculum and accelerated learning
- **High Academic Achievement:** We believe that all students can meet high expectations and overcome obstacles that seem insurmountable. We equip students to think critically and creatively and gain confidence in their skills and knowledge. All students in all grades strive to be “college-ready”.
- **Community:** We are students, teachers, staff, parents, and trustees of the North Star Charter School community. We focus on a shared vision of educational excellence and character development. We strive to understand our unique roles in that common vision. We all have a responsibility to educate NSCS students.

LEGISLATIVE INTENT

North Star Charter School’s vision and mission further enforces our focus on the legislative intent for public charter schools (Idaho Code 33-5202) as we seek to:

1. NSCS's K-10 and International Baccalaureate curricula increase the learning opportunities for all students by offering these specialized programs through Idaho's public school system. Both programs focus on enriching student learning through high-level questioning, in-depth real-world discussions and teaching students how to apply what they learn.
2. NSCS provides parents and students with expanded choices in the types of educational opportunities available within the public school system. NSCS offers its community a school of choice where character building, business, economics and college preparation are at the heart of its philosophy and teaching.

ARTICLES OF INCORPORATION

Included in Appendix A

BY-LAWS

Included in Appendix B

Tab 2:

Operation and Potential Effects of the Public Charter School

LEGAL STATUS

North Star Charter School, Inc. operates a public charter school, exclusively for educational purposes, located in Eagle, Idaho, which provides public education in grades K through 12 pursuant to a charter agreement with the Authorizing entity. North Star Charter School, Inc. was created as a nonprofit corporation under the provisions of the Idaho Nonprofit Corporation Act on May 14, 2002, and operates the charter school pursuant to the Idaho Public Charter Schools Act, Title 33, Chapter 52, as amended (the "Public Charter Schools Act"). North Star Charter School, Inc. is an organization described and recognized by the I.R.S. under Section 501(c) (3) of the Internal Revenue Code of 1986, as amended. North Star Charter School Inc. will be a separate LEA and will be responsible for all of the requirements related to Special Education and other Federal programs.

FACILITIES

North Star Charter School operates from an existing facility located at 839 North Linder Road, Eagle, ID, 83616. The facility is approximately 75,000 square feet. The grade K-6 program operates in approximately 22 classrooms. The grade 7-12 program operates in approximately 12 classrooms. The property sits on 14.9 acres which provides more than adequate space for expansion, as needed, and for playground and sports usage. The facility includes common spaces such as administrative office space, cafeteria, gymnasium, locker rooms, music rooms, library and computer space, special education space and specialized classrooms. The facility is owned by the school and constructed and financed with a combination of proceeds from the sale of a previously owned facility and Nonprofit Facility Revenue Bonds.

North Star Charter School intends to remain in compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code and the Americans with Disabilities Act. NSCS will provide certification that the facilities meet all requirements for health, safety, fire and accessibility for the handicap. NSCS will provide regular inspections of the facilities for health, safety and fire compliance and provide copies of these reports upon request.

ENROLLMENT

Please see Tab 7-Enrollment, for details on enrollment.

POTENTIAL IMPACT ON LOCAL SCHOOL DISTRICTS

North Star Charter School lies within the Meridian School District #2. Since its inception in 2003, NSCS offers an alternative public school of choice for parents and students in the area. NSCS's enrollment is near capacity and there are currently no plans for growth beyond that capacity, thus there is no anticipated impact on the local district.

PRIMARY ATTENDANCE AREA

The primary attendance area will be within the Meridian School District #2, north of Ustick Road with eastern, western, and northern boundaries as shown on the map in Appendix C. Students from other areas may be enrolled as per Idaho Code Section 33-5205(3)(k).

ADMINISTRATIVE SERVICES

Administrative services and day-to-day operations will be provided by North Star's elementary and secondary principals (state certification required) with support from the school's Board of Directors. Administrative assistant(s) will complete paperwork and required reporting, in addition to other duties. A Finance Manager will operate the school's fiscal affairs. See Tab 5-Governance for additional detail on responsibilities.

The organization chart can be found in Appendix H. The composite administrative team as identified in the organization chart may, at the direction of the Board of Directors be further organized to operate as a self-directing administrative/management team with cross-training and appropriate joint decision making and collaboration so long as requirements for certification as required by the Idaho Code are fully observed.

POTENTIAL CIVIL LIABILITY AND INSURANCE COVERAGE

To the fullest extent permitted by law, North Star Charter School, Inc. agrees to indemnify and hold harmless the State of Idaho, the authorizing entity or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses, including but not limited to attorneys' fees, arising out of or resulting from any action of the school provided that such claim, damage, loss or expense(a) is attributable to bodily injury, sickness, disease or death, or to injury or to destruction of tangible property including the loss of use resulting therefrom; and (b) is issued in whole or in part by any negligent act or omission of the school, any contractor of the school, or anyone directly or indirectly employed by any of them who may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder. Such obligation will not be construed to negate, abridge, or otherwise reduce any other right or obligation of indemnity, which would otherwise exist as to any party or person, described in this paragraph. No host, or receiving district, will be held liable for damages in an action to recover for bodily injury, personal injury, or property damage arising out of the establishment or operation of the school.

October 9, 2014

Pursuant to Idaho Code 33-5204(2), the Idaho State Board of Education and the Idaho Public Charter School Commission shall have no liability for the acts, omissions, debts or other obligations of this charter school, except as may be provided in an agreement or contract between the state and North Star Charter School.

North Star Charter School has in the past procured and will continue to procure and maintain a policy of general liability insurance for property, directors and officers and errors and omissions insurance in the amount required by state law. Insurance will be provided by insurance companies who have and maintain a rating of "A" according to the A.M. Best Company. North Star Charter School will have the same role as a public school in matters of civil liability. The appropriate insurance and legal waivers of all district liability will be obtained as required of other nonprofit users of district resources and facilities.

Tab 3: Educational Programs and Goals

DEFINING AN EDUCATED PERSON

An educated person in the 21st century has a strong foundation in basic reading, writing, science, social studies, and computational skills. He has been educated in a technology-rich environment that has encouraged the effective use of technology as a tool in the workplace. A 21st century learner develops the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; critical thinking and solving problems; locating and evaluating information from a variety of sources; making flexible connection among various disciplines of thought; thinking logically and making informed judgments. North Star Charter School instills in its 21st century learners personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; leadership; a healthy lifestyle; empathy, courtesy, and respect for differences among people; reflection; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

WHEN LEARNING BEST OCCURS

North Star Charter School believes that ~~when there is a low threat level and content is highly challenging, accelerated learning takes place.~~ students have the opportunity to accelerate their learning and excel when they are provided with a safe, supportive environment and challenging academic content.¹ Students are actively engaged in learning when highly qualified teachers provide rich content in a safe and challenging environment. Learning best occurs when students are provided a teaching and learning climate that is positive and safe. Every student has the right to attend a school that encourages positive and productive learning, provides a safe and orderly environment, and promotes student respect for themselves and others. Students learn when their teachers and learning environment emphasize high expectations of behavior and performance. Students accelerate when they are given opportunities to develop and express exemplary character traits in concert with their overall education program. ~~NSCS–North Star Charter School believes core educational philosophy is that learning occurs when:~~

- learners construct meaning;
- learners see the connection between what they learn and the real world;
- learners are actively engaged in purposeful tasks;
- activities are integrated and meaningful;
- learners work individually and as members of a group;

¹ Thapa, Amrit; Cohen, Jonathan; Guffy, Shawn; Higgins-D'Alessandro, Ann(2013). A review of school climate research. *Review of Educational Research*. Washington D.C.: Sage Publications.

- learners are expected and encouraged to learn;
- learners internalize that what they learn and do in school makes a positive change in the community;
- learners are supported by passionate, engaged coaches, mentors, and advocates;
- all learners have advanced learning opportunities; and
- learners see themselves as part of the community and find ways to serve the community.

EDUCATIONAL PROGRAM

No matter how skilled the teacher or how elaborate the classroom, learning takes place in the mind of the student. The most effective educational environment, therefore, is the one that stimulates and engages the mind of the student. The core educational philosophy of NSCS ~~the North Star Charter School~~ is grounded in the belief that providing a highly challenging content in a safe environment creates the setting for accelerated learning. NSCS ~~North Star Charter School~~ offers an advanced curriculum to its students, focused on helping students meet and exceed the Idaho Core Standards. ~~North Star's curriculum is consistently 1-2 grad levels advanced, when compared to neighboring schools.~~ This offers students in our community a choice for public education that meets the needs of advanced learners, while ensuring that struggling learners receive the help to which they are entitled through Response to Intervention, direct paraprofessional support and differentiated learning. ~~North Star Charter School's core educational philosophy is that learning occurs when:~~

- ~~learners construct meaning;~~
- ~~learners see the connection between what they learn and the real world;~~
- ~~learners are actively engaged in purposeful tasks;~~
- ~~activities are integrated and meaningful;~~
- ~~learners work individually and as members of a group;~~
- ~~learners are expected and encouraged to learn;~~
- ~~learners internalize that what they learn and do in school makes a positive change in the community;~~
- ~~learners are supported by passionate, engaged coaches, mentors, and advocates;~~
- ~~all learners have advanced learning opportunities; and~~
- ~~learners see themselves as part of the community and find ways to serve the community.~~

This core educational philosophy is represented in the school's evidence-based curricula and through student participation in a successful, ~~evidence-based~~ spiraling curriculum, direct instruction, and the "teach to the high top" philosophy that has helped NSCS students report some of the highest state-mandated, year-end assessment results in the state of Idaho. NSCS believes that when teachers design lessons around teaching to the advanced student (teaching to the top), all students in the classroom benefit from and accelerate their learning.

The Elementary Program

Methodology

North Star is committed to improving student achievement through high expectations for student engagement and meaningful preparation for postsecondary education and careers.

~~Research indicates that student achievement increases when the school's goals and objectives for student learning include expectations for high academic achievement and meaningful preparation for postsecondary education and careers.~~ NSCS's ~~North Star's~~ curriculum, instructional methodologies, use of assessment, scheduling and professional development are designed and continually reviewed to ensure student achievement. This approach of continual critical inquiry dedicates NSCS North Star Charter School to a student-focused model of best practice.

~~NSCS North Star~~ teachers utilize a combination of direct instruction and Idaho Core Standard-inspired questioning in group activities, designed around current educational research indicating effectiveness and best practice. NSCS North Star has maintained many of its philosophical education roots, with its focus on keeping the curricula challenging and the expectations for learning high, while utilizing the help and support of qualified educational assistance and classroom volunteers.

We draw not only on time-honored practices, but also on many valuable insights into childhood cognitive and developmental processes realized in recent decades. Moreover, we place strong emphasis on the relationship between the school and the home, recognizing the critical role of parents in fostering children's education.

We see ourselves as allies of the family, reinforcing parents' efforts to guide the intellectual, emotional, and moral development of their children. By providing moral and ethical standards, the school prepares its students to accept the privileges and responsibilities of citizenship. Every child is capable of achieving his or her potential to the fullest extent when afforded respect, fairness, kindness, discipline, and appropriate instruction.

Instruction Methods

North Star Charter School seeks to achieve accelerated student learning by using cross-curricular methods to teach Idaho Core Standards.—~~is distinguished by the multiplicity many of ways in which it seeks to accelerate student learning, and the ways in which it uses cross-curricular opportunities to teach Idaho Core Standards to the students in a way that encourages critical thinking and cross-curricular application. The Charter School uses uncommon means to achieve common ends.~~ Through multiple methods, all students are ~~potentially successful and~~ capable of fulfilling their individual potential. ~~North Star Charter School~~ NSCS currently uses the following instructional methods:

- THE SUBJECT MATTER METHOD presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. The primary method to ensure these skills are acquired is through direct-instruction. ~~Traditionally, this approach has been predominately lecture-based.~~

~~The Charter School~~ NSCS also utilizes ~~plans to add~~ computer-based learning for struggling learners who may be missing the prerequisite skills necessary for them to participate successfully in the general education curriculum. Computer-based learning offers students an opportunity to receive instruction at their instructional level, through state-sponsored computer-based programs such as Plato Learning Environment, ~~to increase the efficiency of this method and to provide the opportunity for drills, which are sometimes necessary.~~ Computer-based learning is also an engaging method for providing the opportunity for high-repetition drills sometimes necessary for learning.

- THE INQUIRY AND PROBLEM-SOLVING METHOD suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information. With the adoption of the Idaho Core Standards, North Star has shifted the way students indicate mastery of a skill from not only recalling the information on tests and quizzes but also applying the skill in problem solving and real-world situations.
- THE DISCUSSION METHOD encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner. The Discussion Method is encouraged by the Idaho Core Standards, as a way for learners to connect with one another through a sharing of ideas.

North Star's educational roots are in the Subject Matter Method. However, North Star has transitioned from a predominantly Subject Matter Method into a blended model, which also utilizes the Inquiry and Problem-Solving Method and Discussion Method. While the Subject Matter Method will always have its appropriate place in subjects such as phonemic awareness, phonics, numerical operations, many skills are better taught and learned through the Inquiry and Problem-Solving Method and Discussion Method such as reading comprehension skills and math application and word problem solving skills.

Curriculum

The Idaho State Department of Education's Core Standards serve as the starting point and is enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas--language, social studies, science, physical education, and mathematics, and arts--remain strongly emphasized. The core curriculum is enhanced with music/arts, American history studies and business/economics.

North Star Charter School's ~~The North Star~~ curriculum ~~has~~ contains both traditional academic subjects and additional areas such as an emphasis on business and economics that make the Charter NSCS unique. The focus on business and economics is purposely woven into the fabric of NSCS North Star curricula, and is considered to be a core foundational skill for North Star NSCS students. In a global economy marked by rapid technological advances, students face increasingly complex economic decisions in their lives. As producers, consumers, spenders and investors, young people make economic choices daily. They must be prepared for the challenges they will face in the years to come. Equipping students with economic decision-making skills to navigate through life will lead to increased civic competence, proficiency in logical and analytic reasoning, an appreciation of our free enterprise system, and a development of crucial personal and survival skills.

When is the best time to begin teaching children about economics? Some would say that as soon as children ask for money, parents should begin teaching economic principles. Most states have adopted one semester of economics in high school as a requirement for graduation. However, young children are capable of understanding the most basic economic principles: scarcity, wants, needs, choices, costs. Society is assigning increasing opportunities to children to become consumers. Governmental leaders are more willing than ever to privatize essential services, making private citizens more and more responsible for their own well-being. In other words, each person will need to become his or her own "economist" in the future. It is unlikely that future "economists" will be ready to make these critical decisions with just one semester of high school economics.

North Star Charter School's approach has several layers. We teach students to "think economically". We provide lessons throughout the core curricula to teach the influence of economic decisions in our neighborhoods, communities, history, and future. Finally, we give students the skills to apply economic principles to problems faced both nationally and internationally.

~~The Idaho State Department of Education's Core Standards serve as the starting point and is enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas--language, mathematics, science, arts, and social studies--remain strongly emphasized. The core curriculum will be enhanced with American history studies and music.~~

Language Arts

North Star Charter School's language arts curriculum is designed to develop effective communicators, who love literature, and to develop a lifelong passion for reading and writing. Younger grades focus on explicit phonemic awareness and phonics-based reading instruction to ensure that NSCS North Star students learn to decode and read text through research-based methodologies and instructional practices described in the Teaching Reading Sourcebook, 2nd edition². As recommended by the Idaho Core Standards, North Star Charter School implements and utilizes a novel-based approach, guided by the instructional practices and exercises in the Teaching Reading Sourcebook, 2nd edition to teach and develop rich vocabulary, reading comprehension and reading fluency. NSCS's North Star's writing curriculum focuses on ensuring students understand and apply basic grammar skills through the explicit, research-based teaching required to develop rich written language and helps the student apply these skills to research, informative writing, persuasive argument, narratives and college preparatory writing.

Social Studies, Business and Economics

North Star Charter School's social studies curriculum includes instruction in history, government, geography, current world affairs, and sociology with a heavy emphasis on citizenship, business and economics. This North Star's focus on citizenship, business and economics is a unique curriculum choice, which NSCS North Star is proud to make available to its community. As students progress through the NSCS North Star curricula, the emphasis ~~changes to~~ is enhanced with an additional focus on community service and how students apply their understanding of and their contributions to the community around them.

Science

North Star Charter School's science curriculum is a multi-year sequence ~~which includes instruction in applied physical sciences and in life sciences~~ that emphasizes hands-on-on experimentation and functional knowledge of scientific phenomena. NSCS North Star is proud to offer ~~many of its elementary students and~~ an elementary science curriculum taught by a dedicated and certified science teacher in grades 3rd through 6th. This unique commitment emphasizes NSCS's North Star's dedication and commitment to ensuring a superior ~~multi-year, sequential~~ science curriculum which focuses on Life Science, Physical Science and Earth Science.

Physical Education

A flexible physical education program, taught by a certified teacher, ensures that NSCS North Star students develop the coordination, motor skills and overall fitness necessary to lead healthy and active lives. Students are expected to participate in physical education activities, which will

² "Correlation: Sourcebook Sample Lesson Models to Common Core State Standards." N.p., n.d. Web. 16 Apr. 2014.

teach them good sportsmanship, team play, and participation that will translate and generalize into the classroom and personal settings.

Mathematics

Through daily practice and reviewing application, NSCS' North Star math curriculum builds a strong early foundation in both facts and applied concepts. Younger grades will focus on mastery of arithmetic processes in addition, subtraction, multiplication and division of whole numbers, fractions and decimals through daily drills that develop math fluency. Developing automaticity for math facts early in the academic career of NSCS North Star students allows for greater ease of applications as students progress through the North Star math curricula and focus on advanced concepts and applications such as place value, time, money, story problems and complex problem-solving.

North Star Charter School appreciates and promotes the need for math to be a hands-on learning experience, when learning how to apply math strategies. Students engage in exploration, conjuring and deeper level thinking promoted by the Idaho Core Standards and the Math Thinking for Instruction (MTI) methodologies. MTI methods are designed to help the student understand the multitude of methods available for solving any given math problem, rather than the rigid approach historically taken to solving math problems via one specific algorithm or strategy. MTI methodologies take into consideration the child's cognitive development, issues of number, meanings of operations and how they relate to one another, and computation within the number system as a foundation for algebra, number systems, ways of representing numbers, meanings of operations and how they relate to one another, working with qualitative and quantitative change and the need to describe and predict variation.

North Star Charter School students develop a high degree of mathematical literacy and qualitative proficiency as indicated by consistently superior year-end ~~in~~ summative assessments. Mathematics is taught as a tool for reasoning and problem solving in purposeful ways ~~at North Star Charter School~~ through a combination of initial explicit and direct instruction, followed by application in problem solving and real-world situations. Because math instruction is interwoven with the business and economics focus at NSCS, the students are explicitly taught the math skills through direct instruction, after which they use the skills and an economics-based context, focusing on every day, real-world application such as formulating compounding interest, how to read and develop bar graphs, understanding savings and loans agreements, etc.

Music/Arts

North Star Charter School utilizes the Orff-Schulwerk method ~~to~~ for music teaching and learning, combined with and supported by movement, based on things children like to do: sing, chant rhymes, clap, dance, and keep a beat or play a rhythm on anything near at hand. These natural behaviors are directed first into responding to and making music; reading and writing music are a later natural outgrowth of these experiences. Composer Carl Orff, originator of the approach, called this music and movement activity “elemental” – basic, unsophisticated, concerned with the fundamental building blocks of both art forms. The purpose is to provide a means for awakening the potential in every child for being “musical” – able to understand and

use music and movement as forms of expression. The further intent is to develop a foundation for lifelong enjoyment of music and movement/dance, and for some, the incentive for specialized individual study.

American History

North Star Charter School ~~is proud to~~ offers its student community a unique curriculum designed to instill in our students a love and appreciation of our ~~history~~ heritage, particularly the history of American leaders and influential individuals and its Constitution. By studying and understanding our original founding documents, and the lives and writings of the Founders and other influential leaders, ~~NSCS North Star~~ students will understand and appreciate their roles and responsibilities as virtuous citizen leaders in the 21st century. This focus on our American Heritage is integrated into the elementary curriculum, and carries through the middle school and high school curricula as students look at the documents and machinery of American democracy in American Government in specific classes such as US History, American Government and History of the Americas.

Technology

Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real-life challenges. ~~NSCS North Star Charter School~~ will provide our learners with technology skills that prepare them for future employment. In the elementary grades, students receive explicit instruction related to keyboarding, basic computer skills and the utilization of technology in NSCS's elementary computer lab. As students progress into middle school, their technology skills develop through Business and Technology courses, in the computer lab. They begin to utilize the technology in topic presentations. As high school students, they use the technology skills they have learned to conduct research, develop essays, and present information to educators and peers. North Star teachers utilize an array of technologies each day in their classroom through desktops computers for student use, staff laptops, iPads and Apple TVs used for the delivery of instruction and the use of Interwrite Boards to enhance visual presentation. NSCS North Star Charter School will, in the future, continue to explore the feasibility of using technology to create new methods of delivery within and without outside the school. New approaches to delivery may be adopted if and only if they are feasible, sustainable and do not detract from existing delivery success.

The Secondary Program

Small Secondary School

The North Star Charter School ~~NSCS~~ program was designed to transform the secondary school experience for its students by providing a smaller, safer, more intimate learning environment aimed at accelerating student learning through the creation of meaningful, sustained relationships among teachers, students and families in the school. In a small school setting, students and teachers at NSCS share in developing a school culture that supports learning. Relationships

between students and adults are strong, trusting and ongoing. Students at ~~NSCS North Star~~ have more opportunities to participate in co-curricular programming and athletics, providing them with and so have more opportunities to develop leadership skills and the ability to work cooperatively on teams.³

Smaller secondary schools have been credited with improving student achievement. Studies conducted in Chicago and New York City have shown that smaller schools resulted in improved student achievement as measured by test scores and dropout rates (Stiefel, 1998; Wasley, 2000). A recent study of urban, suburban, and rural schools in four states found that smaller schools helped close the achievement gap—as measured by test scores—between students from poor communities and students from more affluent ones (Howley, 2000). Based on such successes, the Bill & Melinda Gates Foundation has begun a campaign to finance the establishment of many more small high schools in the United States (Gates Foundation, 2003).

Secondary Methodology

In 2007, North Star Charter School amended its charter to incorporate a small high school program aimed at extending and expanding its successful K-8 program. Founders sought curriculum and an instructional methodology aimed at providing accelerated learning in a safe environment with a focus on character education and the development of virtuous citizen leaders. In 2009, NSCS became the Idaho's first public, tuition-free school authorized to offer the International Baccalaureate Diploma Program.

Three areas of focus were identified: international issues, economics, and business. International-mindedness requires staff and students alike to look beyond the community we live in – to seek to participate in a respectful and knowledgeable manner with the culturally rich and diverse global community. Our school hosts exchange students from countries all over the world: Germany, Sweden, Brazil, Spain, Thailand, Ukraine, and Denmark. In addition, teachers provide opportunities for overseas travel, not only for educational purposes, but also for service learning. The business and economics strand extends from the introductory program in the elementary school to the secondary school and includes courses such as personal finance, marketing, web design, business and technology, macro and micro economics, entrepreneurship, and leadership.

~~North Star's mission is to educate students to think critically and become virtuous citizen leaders.~~ By weaving business, economics, communication and leadership skills into the fabric of education, ~~NSCS North Star~~ aims to educate future business, civic, and community leaders. ~~NSCS's North Star's~~ educational philosophy promotes high expectations and a school culture that supports achievement. A goal of “college readiness” will be achieved for all students regardless of their career aspirations.

Grade 7-10 Curriculum

³ Grauer, Stuart R. “Small Schools White Paper: A Meta-Study on the Benefits of Small Schools”. Coalition of Small Preparatory Schools. 2012.

The middle school program provides a framework of learning which encourages students to become creative, critical and reflective thinkers. NSCS ~~North Star~~ emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. NSCS ~~North Star~~ fosters the development of skills for communication, intercultural understanding and global engagement; all qualities that are essential for life in the 21st century. Curriculum is backwards mapped to prepare students with content and skills necessary for success in the IB Diploma Program and to promote a continuum of education. Studies during the 7th and 8th grade years are aligned with pre-IB aims and objectives. Curriculum is presented through a spiraling process. Students are introduced to new topics every year; topics are reinforced in subsequent years, and students gain mastery of complex concepts over time.

The ninth and tenth grade curriculum provides a bridge between the middle school program and the IB Diploma Program. Teachers at NSCS have high expectations for all students. High school programming focuses on acceleration, rather than remediation. Teachers provide scaffolding that explicitly teaches students how to study, how to approach academic tasks, and how to read and write at a college level.

English

As students leave the elementary grades they begin studying the rich literature of English and other languages in translation. They develop skills in literary criticism and, an appreciation of cultural differences. In keeping with the Idaho Core Standards, both creative and nonfiction texts are studied for content and style. In the middle years students take ~~get~~ two classes per year to polish their skills in both reading and writing. By the first year of IB, students are beginning to appreciate a language's breadth, complexity, wealth, and subtleties in a variety of contexts.

Foreign Language

There are two major languages spoken in the Western Hemisphere: Spanish and English. At a minimum, one ought to be fluent in both. Knowledge of a second language will become more and more important to effective leadership in the 21st century. Knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. We are an IB World School. By learning Spanish in Pre IB years and as part of the Diploma Program, we promote an understanding of other cultures through the study of their language.

Social Studies

When students leave the elementary years, their world expands and they begin the study of world history and geography. As they proceed through their pre-IB years, their studies spiral back to an in-depth look at the documents and machinery of American democracy in American Government. In the IB diploma class, History of the Americas, students will look very closely at

the recent history of the United States and its relationship with other nations in North and South American during the 20th century.

Science

Beginning in the middle years, students begin more field work with instruments. This enhances the students' excitement of science so that they can better understand facts and concepts. Students will experience the integrated science process skills of constructing hypotheses, designing investigations/models, identifying and describing relationships between variable, acquiring and constructing tables and graphs to processing data and drawing conclusions based on that data. In the middle years, students study life and physical sciences. As freshman and sophomores, they will take biology and chemistry as the groundwork for success in the IB Biology class.

Mathematics

Students explore and master pre-Algebra, Algebra 1, and Geometry. Successfully completing Algebra II is the gate to IB math classes. By refining their powers of abstraction and generalization, IB math students develop mathematical knowledge, concepts and principles as well as logical, critical and creative thinking. Students will view and use mathematics as a tool for reasoning and problem solving in purposeful ways in the other content areas.

The Arts

The Arts demonstrate how people understand and record the human experience and our world. A strong music program is part of our core educational offering. Some suggest a strong correlation between cognitive development and musical training. NSCS provides a music training choice for pre-IB students.

Business and Economics

By weaving business, economics, communication and leadership skills into the fabric of education, NSCS aims to educate future business, civic and community leaders. The economics curriculum focuses on both microeconomics and macroeconomics. Microeconomics is the branch of economics that studies the behavior of individual households and firms in making decisions on the allocation of limited resources. Macroeconomics is the branch of economics that deals with the performance, structure, behavior and decision-making of the whole economy.

Grade 11-12 Curriculum

North Star Charter School wants its students to be college-ready and is cognizant of the strong reputation IB has for being the best college-prep program⁴ – even better than Advanced

⁴ International Baccalaureate Organization. "Key findings from research on the impact of IB programmes in the Americas region". 2012.

Placement, especially at preparing strong writers, speakers and thinkers. The extended essay requirement has been cited by *Washington Post* education reporter Jay Mathews as one of the chief reasons why IB students surpass AP students in college-readiness.

North Star Charter School ~~NSCS~~ engages students in intellectually challenging work, focused on preparing its students to not only meet the content demands of college and challenging jobs, but to prepare them apply their learning to produce significant pieces of analytic work. Students are asked to read and write extensively in all classes.

Grade 11-12 Curriculum

The IB Diploma Program provides students with:

- a broad and balanced, yet academically demanding, program of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.



IB Diploma Program Curriculum: Core Elements

The core of the curriculum model consists of three elements:

Element 1- Extended essay

The extended essay of some 4,000 words offers the opportunity for IB students to investigate a topic of special interest related to one of the student's six Diploma Program

(DP) subjects/disciplines. An extended essay can also be undertaken in world studies. The world studies extended essay provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, utilizing two IB diploma disciplines. Both types of extended essay (single-disciplinary and interdisciplinary essays) are intended to promote high-level research and writing skills, intellectual discovery and creativity expected at the university level. They provide students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or issue chosen. It is recommended that students follow the completion of the written essay with a short, concluding interview - viva voce - with the supervisor.

Element 2--Theory of knowledge (TOK)

TOK plays a special role in the Diploma Program by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. The fundamental question of TOK is “how do we know that?” Students are encouraged to think about how knowledge is arrived at in different disciplines, what the disciplines have in common and the differences between the disciplinary. TOK therefore both supports and is supported by the study of other DP subjects, as students are required to explore knowledge questions against the backdrop of their experiences in their other DP subjects. Through discussion and critical reflection students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives. (International Baccalaureate. N.p., n.d, Web. 07 Apr. 2014.)

Element 3—CAS

CAS (Creativity - Action – Service) is at the heart of the Diploma Program. CAS enables students to live the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. CAS is ~~organized around the three strands of Creativity, Action and Service~~ defined as:

- Creativity - arts and other experiences that involve creative thinking
- Action - physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Program
- Service - an unpaid and voluntary exchange that has a learning benefit for the student.

Students develop skills and attitudes through a variety of individual and group activities that provide ~~them students~~ with opportunities to express their passions, personalities and perspectives. CAS complements a challenging academic program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. Students are also required to undertake a CAS Project that challenges

students to show initiative, demonstrate perseverance, and develop skills such as ~~those of~~ collaboration, problem solving, and decision making.

The school and students ~~must~~ give CAS as much importance as any other element of the Diploma Program, ~~and ensure sufficient time is allocated for engagement in the CAS program.~~ Successful completion of CAS is a requirement for ~~the award of~~ the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence of achieving the eight learning outcomes. (International Baccalaureate. N.p., n.d, Web. 07 Apr. 2014.)

Diploma Program Subject Groups

Group 1: Studies in language and literature

It is a requirement of the program that students study at least one subject from group 1. In group 1, students will study literature, including selections of literature in translation. Students will choose to study their group 1 subject(s) in a language in which they are academically competent.

In studying the group 1 courses, students are able to develop:

- a personal appreciation of language and literature
- skills in literary criticism
- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective

The range of texts studied in language courses is broad, and students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. A specific aim is to engender a lifelong interest in literature and a love for the elegance and richness of human expression.

While ~~NSCS North Star Charter School~~ currently offers Language A: Literature HL, the school reserves the right to offer other alternatives as the program grows and matures.

Group 2: Language acquisition

It is a requirement of the program that students study at least one subject from group 2. The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

North Star Charter School currently offers Spanish SL and Spanish ab initio courses. In prior years Japanese ab initio was also offered. The school reserves the right to offer alternatives as the program grows and matures.

Group 3: Individuals and societies

Students are required to choose one subject from each of the six academic areas, including one from Individuals and societies. They can choose a second subject from each academic area except the arts.

Studying any one of these subjects provides for the development of a critical appreciation of:

- human experience and behavior
- the varieties of physical, economic and social environments that people inhabit
- the history of social and cultural institutions.

In addition, Group 3 studies are designed to foster in students the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

North Star Charter School currently offers IB History. In prior years, NSCS North Star has offered IB Geography. The school reserves the right to offer alternatives as the program grows and matures.

Group 4: Sciences

It is a requirement of the program that students study at least one subject from group 4. Students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.

A compulsory project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions.

North Star Charter School currently offers IB Biology (with an emphasis on, IB Anatomy/Physiology, IB Biochemistry/Genetics), and IB Environmental Systems SL. The school reserves the right to offer alternatives as the program grows and matures.

Group 5: Mathematics

It is a requirement of the program that students study at least one course in mathematics; computer science is an elective. The mathematics program enables students to:

- develop mathematical knowledge, concepts and principles
- develop logical, critical and creative thinking
- employ and refine their powers of abstraction and generalization.

Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives.

North Star Charter School currently offers IB Math Studies and IB Math SL. In prior years North Star offered IB Math HL. The school reserves the right to offer alternatives as the program grows and matures.

Group 6: The arts

It is a requirement of the program that students choose one subject from each of the academic areas 1 – 5. Alongside these five courses, a student can choose to study a group 6 subject, or to study an additional subject from groups 1 – 5.

The emphasis is on creativity in the context of disciplined, practical research into the relevant genres. In addition, each subject is designed to foster critical, reflective and informed practice, help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures, and express themselves with confidence and competence.

In prior years North Star Charter School offered IB Music HL. The school reserves the right to offer alternatives as the program grows and matures.

NORTH STAR'S CHARACTER PROGRAM

NSCS emphasizes the ongoing development of the whole person. "Schools must not only help students become literate and well informed, they must also help them develop the capacity to live responsibly and to judge wisely in matters of life and conduct."

*Dr. Ernest L. Boyer
President of the Carnegie Foundation for the Advancement of Teaching, Princeton, NJ
Principal Magazine, NAESP
September, 1995*

A unique quality of NSCS is the conscious emphasis placed on the non-academic part of our educational program. We see that schools have a critical role to play in helping to shape and reinforce basic values. The key work of our character program not only develops healthy, young leaders aware of their responsibility in the world, it also helps create the environment in which learning can best take place.⁵

Our character program has three elements: Character/Leadership, Service, and Physical Wellness Health.⁶ ~~Our education program is anchored at both ends by proven character~~

⁵ "Social, emotional, and academic education: Creating a climate for learning, participation in democracy, and well-being." Cohen, Jonathan, *Harvard Educational Review* 76.2(2006):201-237.

⁶ "Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning." Greenberg, Mark T.; Weissberg, Roger P.; O'Brien, Mary Utne; Zins, Joseph E.; Fredericks, Linda; Resnik, Hank; Elias, Maurice J.

~~programs.~~ In the K-8 program we employ *Character Counts*. During high school the IB program takes seriously the importance of life outside the world of scholarship by requiring their Creativity, Action, and Service (CAS) project for the Diploma Program. *The IB Learner Profile* also provides a roadmap to both intellectual and personal qualities.

Character and Leadership Development

In the early years above all else, we see ourselves as allies of the family, reinforcing parents' efforts to guide the intellectual, emotional, and moral development of their children. By providing moral and ethical standards, the school prepares its student to accept the privileges and responsibilities of citizenship. Every child is capable of achieving his or her potential to the fullest extent when afforded respect, fairness, kindness, discipline, and appropriate instruction.

North Star Charter School represents a partnership among its students, parents, and faculty. A child has the right to come to school without fear of taunting, teasing, or violence. Parents have the right to expect a school to provide a safe, kind environment for their children. Teachers have the right to teach in an orderly environment without fear of violence. NSCS's North Star's dedication and commitment to providing a safe learning environment for every student is core to what NSCS provides its community of students. sets North Star apart from surrounding schools.

Professional development focuses teachers on learning related to school culture and climate. Administration and staff learn how to develop a healthy school culture through book studies and discussions related to fostering and maintaining a healthy school climate and culture.

Character Counts

Each month a particular character trait is emphasized. A different grade level is responsible for developing skits and role-playing that teach and model the month's character trait. Thereafter, daily classroom instruction continues to explicitly teach these character traits and help the students implement them on a day to day basis. Monthly character assemblies and consistent classroom instruction focused on the development of explicit character traits. This emphasis and placement of high value on character education provides NSCS students with a unique learning environment, focused on developing virtuous citizen leaders dedicated to maintaining a safe and effective learning environment.

The Character Counts program continues into NSCS's Middle School program. Students have a daily advisory period where a different trait is highlighted and reinforced for a month. Each homeroom has the opportunity to plan an assembly for their peers. Teachers choose a Student of the Month for each grade level who exemplifies the highlighted trait.

OUR CHARACTER COUNTS PROGRAM *

- Respect
- Responsibility
- Gratitude

- Compassion
- Perseverance/ self-disciple
- Friendship Cooperation Kindness
- Honesty/ Integrity
- Enthusiasm
- Citizenship
- * Self-reflection will likely be added as a character trait bringing the elementary program in line with the IB learner program. Self-reflection already is a part of program activities in the elementary classroom.

~~We believe that a kind environment should be extended through the potentially tumultuous secondary school years. When students move into our secondary program, the IB learner profile becomes the beacon for their actions and aspirations. By using and modeling the IB Profile, NSCS prepares the students for their time in the IB program. In addition to becoming reflective thinkers capable of understanding their own strengths and limitations, our Pre-IB program and IB students learn to courageously and confidently accept new challenges and new roles and see themselves as members of communities with responsibilities toward each other and the environment.~~

The IB Learner Profile

When students move into our secondary program, character development is furthered with the guidance of the IB learner profile becomes the beacon for their actions and aspirations. By using and modeling the IB Profile, NSCS prepares the students for their time in the IB program. In addition to becoming reflective thinkers capable of understanding their own strengths and limitations, our Pre-IB program and IB students learn to courageously and confidently accept new challenges and new roles and see themselves as members of communities with responsibilities toward each other and the environment.

The IB Learner Profile provides a framework and common language for character education at the secondary level. Through a shared emphasis on the Profile, students and teachers 9-12 develop a school culture and climate that supports accelerated learning. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development (International Baccalaureate. N.p., n.d, Web. 07 Apr. 2014.).

Service⁷

North Star Charter School sees service as a key aspect of developing a virtuous citizen. We see combining classroom instruction with meaningful community service as a way to heighten a sense of community, civic engagement, and personal responsibility in our learners. Our service learning emphasizes critical thinking and personal reflection while encouraging a broad sense of community.

⁷ “Research on K-12 school-based service-learning”. Billig, Shelley H. *Phi Delta Kappan* 81.9(2000): 658-664.

In our elementary level school, community service begins at the local level with events such as a Community Food Drive.

During the Pre-IB years, students from grades 7-10 are required to participate in a requisite number of service hours. Students are provided with service opportunities coordinated by staff; (i.e. a project that supports the opening of Horsethief Reservoir or a service trip to Belize).

The service aspect of the IB Program, the CAS (~~Creativity Community~~ Action_ Service) Project expands on these initial community service opportunities provided in the early years. CAS requires students to understand their capacity to make meaningful contributions to their community and society. Through service, students develop and apply personal and social skills to real-life situations involving decision-making, problem solving, initiative, responsibility, and accountability.

~~CAS (Creativity Action Service) is at the heart of the Diploma Program. CAS enables students to live the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. CAS is organized around the three strands of Creativity, Action and Service defined as:~~

- ~~• Creativity arts and other experiences that involve creative thinking~~
- ~~• Action physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Program~~
- ~~• Service an unpaid and voluntary exchange that has a learning benefit for the student.~~

~~Students develop skills and attitudes through a variety of individual and group activities that provide them students with opportunities to express their passions, personalities and perspectives. CAS complements a challenging academic program in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment. Students are also required to undertake a CAS Project that challenges students to show initiative, demonstrate perseverance, and develop skills such as those of collaboration, problem solving, and decision making.~~

~~The school and students must give CAS as much importance as any other element of the Diploma Program, and ensure sufficient time is allocated for engagement in the CAS program. Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence of achieving the eight learning outcomes. (International Baccalaureate. N.p., n.d, Web. 07 Apr. 2014.)~~

Physical Wellness Health

Physical wellness is the part of our character program that deals with developing long term soundness of body that is free of illness and pain. We feel health fitness is critical to lifelong learning and encourage our students to learn these skills attitudes and habits. A physical

education program ensures that NSCS North Star students develop the coordination, motor skills, and overall fitness necessary to lead healthy and active lives.

In elementary school, students ~~are expected to~~ participate in physical education activities, which will teach them good sportsmanship, team play, and that will translate into classroom and personal settings.

In the pre- IB years, students begin formal health classes combined with physical education and are given the first opportunities to begin participating in NSCS sport programs like basketball, cross-country, volleyball, and track.

Action is the part of the IB CAS project focused on getting involved in activities and sports that contributes to a healthy lifestyle. NSCS offers a solid program of athletics for a small high school and encourages students to participate in sports programs in their home high schools if we do not offer it. Participation in organized sports requires dedication, focus teamwork and leadership.

~~NSCS, by design, includes a wide range of co-curricular programming—clubs, activities, athletics—which provides students an opportunity to develop teamwork and leadership skills essential to their success as learners.~~

North Star's Academic Program

The Elementary Program

Methodology

~~Research indicates that student achievement increases when the school's goals and objectives for student learning include expectations for high academic achievement and meaningful preparation for postsecondary education and careers. North Star's curriculum, instructional methodologies, use of assessment, scheduling and professional development are designed and continually reviewed to ensure student achievement. This approach of continual critical inquiry dedicates North Star Charter School to a student focused model of best practice.~~

~~North Star teachers utilize a combination of direct instruction and Idaho Core Standard inspired questioning in group activities, designed around current educational research indicating effectiveness and best practice. North Star has maintained many of its philosophical education roots, with its focus on keeping the curricula challenging and the expectations for learning high, while utilizing the help and support of qualified educational assistance and classroom volunteers.~~

~~We draw, not only on time honored practices, but also on many valuable insights into childhood cognitive and developmental processes realized in recent decades. Moreover, we place strong emphasis on the relationship between the school and the home, recognizing the critical role of parents in fostering children's education.~~

We see ourselves as allies of the family, reinforcing parents' efforts to guide the intellectual, emotional, and moral development of their children. By providing moral and ethical standards, the school prepares its students to accept the privileges and responsibilities of citizenship. Every child is capable of achieving his or her potential to the fullest extent when afforded respect, fairness, kindness, discipline, and appropriate instruction.

Instruction Methods

North Star Charter School is distinguished by the multiplicity many of ways in which it seeks to accelerate student learning, and the ways in which it uses cross-curricular opportunities to teach Idaho Core Standards to the students in a way that encourages critical thinking and cross-curricular application. The Charter School uses uncommon means to achieve common ends. Through multiple methods, all students are potentially successful and capable of fulfilling their individual potential. North Star Charter School currently uses the following instructional methods:

- **The Subject Matter Method** presumes that an educated learner needs to know clearly defined skills and concepts that can best be learned in an organized sequential fashion. The primary method to ensure these skills are required, is through direct instruction. Traditionally, this approach has been predominately lecture-based. The Charter School NSCS also utilizes plans to add computer based learning for struggling learners who may be missing the prerequisite skills necessary for them to participate successfully in the general education curriculum. Computer based learning offers students an opportunity to receive instruction at their instructional level, through state sponsored computer based programs such as Plato Learning Environment, to increase the efficiency of this method and to provide the opportunity for drills, which are sometimes necessary. Computer based learning is also an engaging method for providing the opportunity for high repetition drills sometimes necessary for learning.
- **The Inquiry and Problem Solving Method** suggests that learning occurs when individuals think critically and solve problems. The predominant premise of this method is that it is important to know how to retrieve and use the information, not just to have instant recall and possession of the information. With the adoption of the Idaho Core Standards, North Star has shifted the way students indicate mastery of a skill from not only recalling the information on tests and quizzes but also applying the skill in problem solving and real world situations.
- **The Discussion Method** encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role. A discussion leader is prepared to recognize each learner's level of understanding and can respond at the level most helpful to the learner. The Discussion Method is encouraged by the Idaho Core Standards, as a way for learners to connect with one another through a sharing of ideas.

October 9, 2014

North Star's educational roots are in the Subject Matter Method. However, North Star has transitioned from a predominantly Subject Matter Method into a blended model, which also utilizes the Inquiry and Problem Solving Method and Discussion Method. While the Subject Matter Method will always have its appropriate place in subjects such as phonemic awareness, phonics, numerical operations, many skills are better taught and learned through the Inquiry and Problem Solving Method and Discussion Method such as reading comprehension skills and math application and word problem solving skills.

Curriculum

The Idaho State Department of Education's Core Standards serve as the starting point and is enhanced with unifying themes and other creative methods. The subjects that make up the curriculum are listed and briefly discussed below. Traditional core curriculum areas—language, mathematics, science, arts, and social studies—remain strongly emphasized. The core curriculum will be enhanced with American history studies and music.

The North Star curriculum contains both traditional academic subjects and additional areas such as an emphasis on business and economics that make the Charter unique. The focus on business and economics is purposely woven into the fabric of North Star curricula, and is considered to be a core foundational skill for North Star students. In a global economy marked by rapid technological advances, students face increasingly complex economic decisions in their lives. As producers, consumers, spenders and investors, young people make economic choices daily. They must be prepared for the challenges they will face in the years to come. Equipping students with economic decision-making skills to navigate through life will lead to increased civic competence, proficiency in logical and analytic reasoning, an appreciation of our free enterprise system, and a development of crucial personal and survival skills.

When is the best time to begin teaching children about economics? Some would say that as soon as children ask for money, parents should begin teaching economic principles. Most states have adopted one semester of economics in high school as a requirement for graduation. However, young children are capable of understanding the most basic economic principles: scarcity, wants, needs, choices, costs. Society is assigning increasing opportunities to children to become consumers. Governmental leaders are more willing than ever to privatize essential services, making private citizens more and more responsible for their own well-being. In other words, each person will need to become his or her own “economist” in the future. It is unlikely that future “economists” will be ready to make these critical decisions with just one semester of high school economics.

North Star’s approach has several layers. We teach students to “think economically”. We provide lessons throughout the core curricula to teach the influence of economic decisions in our neighborhoods, communities, history, and future. Finally, we give students the skills to apply economic principles to problems faced both nationally and internationally.

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Language Arts

North Star’s language arts curriculum is designed to develop effective communicators, who love literature, and to develop a lifelong passion for reading and writing. Younger grades focus on explicit phonemic awareness and phonics-based reading instruction to ensure that North Star students learn to decode and read text through research-based methodologies and instructional practices described in the Teaching Reading Sourcebook, 2nd edition^{*}. As recommended by the Idaho Core Standards, North Star Charter School implements and utilizes a novel-based

^{*}“Correlation: Sourcebook Sample Lesson Models to Common Core State Standards.” N.p., n.d. Web. 16 Apr. 2014.

approach, guided by the instructional practices and exercises in the Teaching Reading Sourcebook, 2nd edition to teach and develop rich vocabulary, reading comprehension and reading fluency. North Star's writing curriculum focuses on ensuring students understand and apply basic grammar skills through the explicit, research-based teaching required to develop rich written language and helps the student apply these skills to research, informative writing, persuasive argument, narratives and college preparatory writing.

Social Studies, Business and Economics

North Star's social studies curriculum includes instruction in history, government, geography, current world affairs, and sociology with a heavy emphasis on citizenship, business and economics. North Star's focus on citizenship, business and economics is a unique curriculum choice, which North Star is proud to make available to its community. As students progress through the North Star curricula, the emphasis changes to community service and how students apply their understanding of and their contributions to the community around them.

Science

North Star's science curriculum is a multi-year sequence which includes instruction in applied physical sciences in life sciences that emphasizes hands-on-on experimentation and functional knowledge of scientific phenomena. North Star is proud to offer many of its elementary students and an elementary science curriculum taught by a dedicated and certified science teacher in grades 3rd through 6th. This unique commitment emphasizes North Star's dedication and commitment to ensuring a superior multi-year, sequential science curriculum which focuses on Life Science, Physical Science and Earth Science.

Physical Education

A flexible physical education program, taught by a certified teacher, ensures that North Star students develop the coordination, motor skills and overall fitness necessary to lead healthy and active lives. Students are expected to participate in physical education activities, which will teach them good sportsmanship, team play, and participation that will translate and generalize into the classroom and personal settings.

Mathematics

Through daily practice, reviewing application, North Star math curriculum builds a strong early foundation in both facts and applied concepts. Younger grades will focus on mastery of arithmetic processes in addition, subtraction, multiplication and division of whole numbers, fractions and decimals through daily drills that develop math fluency. Developing automaticity for math facts early in the academic career of North Star students allows for greater ease of applications as students progress through the North Star math curricula and focus on advanced concepts and applications such as place value, time, money, story problems and complex problem solving.

North Star appreciates and promotes the need for math to be a hands-on learning experience, when learning how to apply math strategies. Students engage in exploration, conjuring and deeper level thinking promoted by the Idaho Core Standards and the Math Thinking for Instruction (MTI) methodologies. MTI methods are designed to help the student understand the multitude of methods available for solving any given math problem, rather than the rigid approach historically taken to solving math problems via one specific algorithm or strategy. MTI methodologies take into consideration the child's cognitive development, issues of number, meanings of operations and how they relate to one another, and computation within the number system as a foundation for algebra, number systems, ways of representing numbers, meanings of

operations and how they relate to one another, working with qualitative and quantitative change and the need to describe and predict variation.

North Star students develop a high degree of mathematical literacy and qualitative proficiency as indicated by consistently superior year-end in summative assessments. Mathematics is taught as a tool for reasoning and problem solving in purposeful ways at North Star Charter School through a combination of initial explicit and direct instruction, followed by application in problem solving and real world situations. Because math instruction is interwoven with the business and economics focus at North Star, the students are explicitly taught the math skills through direct instruction, after which they use the skills and an economics based context, focusing on every day, real-world application such as formulating compounding interest, how to read and develop bar graphs, understanding savings and loans agreements, etc.

Music

North Star Charter School utilizes the Orff Schulwerk to music teaching and learning, combined with and supported by movement, based on things children like to do: sing, chant rhymes, clap, dance, and keep a beat or play a rhythm on anything near at hand. These natural behaviors are directed first into responding to and making music; reading and writing music are a later natural outgrowth of these experiences. Composer Carl Orff, originator of the approach, called this music and movement activity “elemental”—basic, unsophisticated, concerned with the fundamental building blocks of both art forms. The purpose is to provide a means for awakening the potential in every child for being “musical”—able to understand and use music and movement as forms of expression. The further intent is to develop a foundation for lifelong enjoyment of music and movement/dance, and for some, the incentive for specialized individual study.

American History

North Star Charter School is proud to offer its community a unique curriculum designed to instill in our students a love and appreciation of our history heritage, particularly the history of American leaders and influential individuals and its Constitution. By studying and understanding our original founding documents, and the lives and writings of the Founders and other influential leaders, North Star students will understand and appreciate their roles and responsibilities as virtuous citizen leaders in the 21st-century. This focuses on our American Heritage is integrated into the elementary curriculum, and carries through the middle school and high school curricula as students look at the documents and machinery of American democracy in American Government in specific classes such as US History, American Government and History of the Americas.

Technology

Technology will be used to support a child's natural way of learning through individual and group discovery and seeking solutions to real life challenges. North Star Charter School will provide our learners with technology skills that prepare them for future employment. In the elementary grades, students receive explicit instruction related to keyboarding, basic computer skills and the utilization of technology in learning each week, and North Star's elementary computer lab. As students progress into middle school, their technology skills further developed through Business and Technology course, which takes place in the computer lab. As high school

~~students, North Star students use the technology skills they have learned to conduct research, develop essays, present information to educators and peers. North Star teachers utilize an array of technologies each day in their classroom through desktops computers for student use, staff laptops, iPads and Apple TVs used for the delivery of instruction and the use of Interwrite Boards to enhance visual presentation. North Star Charter School will, in the future, continue to explore the feasibility of using technology to create new methods of delivery within and without the school. New approaches to delivery may be adopted if and only if they are feasible, sustainable and do not detract from existing delivery success.~~

The Secondary Program

Small Secondary School

"Smaller, more intimate learning communities consistently deliver better results in academics and discipline when compared to their larger counterparts. Big schools offer few opportunities to participate" (Washington Post, 8/15/02).

"Students at large schools are more prone to be alienated from their peers or engage in risky behavior" (University of Minnesota research, Los Angeles Times, 4/12/02).

~~The NSCS program was designed to transform the secondary school experience for its students by providing a smaller, safer, more intimate learning environment aimed at accelerating student learning through the creation of meaningful, sustained relationships among teachers, students and families in the school. In a small school setting, students and teachers at NSCS share in developing a school culture that supports learning. Relationships between students and adults are strong, trusting and ongoing. Students at North Star have more opportunities to participate in co-curricular programming and athletics and so have more opportunities to develop leadership skills and the ability to work cooperatively on teams.~~

Smaller secondary schools have been credited with improving student achievement. Studies conducted in Chicago and New York City have shown that smaller schools resulted in improved student achievement as measured by test scores and dropout rates (Stiefel, 1998; Wasley, 2000). A recent study of urban, suburban, and rural schools in four states found that smaller schools helped close the achievement gap—as measured by test scores—between students from poor communities and students from more affluent ones (Howley, 2000). Based on such successes, the Bill & Melinda Gates Foundation has begun a campaign to finance the establishment of many more small high schools in the United States (Gates Foundation, 2003).

Secondary Education Program

~~In 2007 North Star Charter School amended its charter to incorporate a small high school program aimed at extending and expanding its successful K-8 program. Founders sought curriculum and an instructional methodology aimed at providing accelerated learning in a safe environment with a focus on character education and the development of virtuous citizen leaders.~~

In 2009, NSCS became the valley's first public, tuition-free school authorized to offer the International Baccalaureate Diploma Program.

Three areas of focus were identified: international issues, economics and business. International mindedness requires staff and students alike to look beyond the community we live in—to seek to participate in a respectful and knowledgeable manner with the culturally rich and diverse global community. Our school hosts exchange students from countries all over the world: Germany, Sweden, Brazil, Spain, Thailand, Ukraine, Denmark. In addition, teachers provide opportunities for overseas travel, not only for educational purposes, but also for service learning. The business and economics strand extends from the introductory program in the elementary school to the secondary school and includes courses such as personal finance, marketing, web design, business and technology, macro and micro economics, entrepreneurship, and leadership.

North Star's mission is to educate students to think critically and become virtuous citizen leaders. By weaving business, economics, communication and leadership skills into the fabric of education, North Star aims to educate future business, civic, and community leaders. North Star's educational philosophy promotes high expectations and a school culture that supports achievement. A goal of "college readiness" will be achieved for all students regardless of their career aspirations.

Grade 7-10 Curriculum

The middle school program provides a framework of learning which encourages students to become creative, critical and reflective thinkers. North Star emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. North Star fosters the development of skills for communication, intercultural understanding and global engagement; all qualities that are essential for life in the 21st century. Curriculum is backwards mapped to prepare students with content and skills necessary for success in the IB Diploma Program and to promote a continuum of education. Studies during the 7th and 8th grade years are aligned with pre-IB aims and objectives. Curriculum is presented through a spiraling process. Students are introduced to new topics every year; topics are reinforced in subsequent years, and students gain mastery of complex concepts over time.

The ninth and tenth grade curriculum provides a bridge between the middle school program and the IB Diploma Program. Teachers at NSCS have high expectations for all students. High school programming focuses on acceleration, rather than remediation. Teachers provide scaffolding that explicitly teaches students how to study, how to approach academic tasks, how to read and write at a college level.

English

As students leave the elementary grades they begin studying the rich literature of English and other languages in translation. They develop skills in literary criticism and, an appreciation of cultural differences. In keeping with the Idaho Core Standards, both creative and nonfiction texts are studied for content and style. In the middle years students get two classes per year to

polish their skills in both reading and writing. By the first year of IB, students are beginning to appreciate a language's breadth, complexity, wealth, and subtleties in a variety of contexts.

Foreign Language

There are two major languages spoken in the Western Hemisphere: Spanish and English. At a minimum, one ought to be fluent in both. Knowledge of a second language will become more and more important to effective leadership in the 21st century. Knowledge of a second language boosts English proficiency, improves memory and self-discipline, and enhances verbal and problem-solving skills. We are an IB World School. By learning Spanish in Pre-IB years and as part of the Diploma Program, we promote an understanding of other cultures through the study of their language.

Social Studies

When students leave the elementary years, their world expands and they begin the study of world history and geography. As they proceed through their pre-IB years, their studies spiral back to an in-depth look at the documents and machinery of American democracy in American Government. In the IB diploma class, History of the Americas, students will look very closely at the recent history of the United States and its relationship with other nations in North and South America during the 20th century.

Science

Beginning in the middle years, students begin more field work with instruments. This enhances the students' excitement of science so that they can better understand facts and concepts. Students will experience the integrated science process skills of constructing hypotheses, designing investigations/models, identifying and describing relationships between variables, acquiring and constructing tables and graphs to process data and drawing conclusions based on that data. In the middle years, students study life and physical sciences. As freshman and sophomores, they will take biology and chemistry as the groundwork for success in the IB Biology class.

Mathematics

Students explore and master pre-Algebra, Algebra I, and Geometry. Successfully completing Algebra II is the gate to IB math classes. By refining their powers of abstraction and generalization, IB math students develop mathematical knowledge, concepts and principles as well as logical, critical and creative thinking. Students will view and use mathematics as a tool for reasoning and problem-solving in purposeful ways in the other content areas.

The Arts

The Arts demonstrate how people understand and record the human experience and our world. A strong music program is part of our core educational offering. Some suggest a strong correlation between cognitive development and musical training. NSCS provides a music training choice for pre-IB students.

Business and Economics

North Star wants its students to be college ready and is cognizant of the strong reputation IB has for being the best college-prep program—even better than Advanced Placement, especially at preparing strong writers, speakers and thinkers. The extended essay requirement has been cited by *Washington Post* education reporter Jay Mathews as one of the chief reasons why IB students surpass AP students in college readiness. (See Appendix M for “A Review of Research Relating to the IB Diploma Program”).

NSCS engages students in intellectually challenging work, focused on preparing its students to not only meet the content demands of college and challenging jobs, but to prepare them apply their learning to produce significant pieces of analytic work. Students are asked to read and write extensively in all classes.

Grade 11-12 Curriculum

~~The IB Diploma Program provides students with:~~

- ~~— a broad and balanced, yet academically demanding, program of study~~
- ~~— the development of critical thinking and reflective skills~~
- ~~— the development of research skills~~
- ~~— the development of independent learning skills~~
- ~~— the development of intercultural understanding~~
- ~~— a globally recognized university entrance qualification.~~



~~IB Diploma Program Curriculum: Core Elements~~

~~The core of the curriculum model consists of three elements:~~

~~Element 1—Extended essay~~

The extended essay of some 4,000 words offers the opportunity for IB students to investigate a topic of special interest related to one of the student's six Diploma Program (DP) subjects/disciplines. An extended essay can also be undertaken in world studies. The world studies extended essay provides students with the opportunity to carry out an in-depth interdisciplinary study of an issue of contemporary global significance, utilizing two IB diploma disciplines. Both types of extended essay (single disciplinary and interdisciplinary essays) are intended to promote high-level research and writing skills, intellectual discovery and creativity expected at the university level. They provide students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject or issue chosen. It is recommended that students follow the completion of the written essay with a short, concluding interview—viva voce—with the supervisor.

Element 2—Theory of knowledge (TOK)

TOK plays a special role in the Diploma Program by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know. The fundamental question of TOK is “how do we know that?” Students are encouraged to think about how knowledge is arrived at in different disciplines, what the disciplines have in common and the differences between the disciplinary. TOK therefore both supports and is supported by the study of other DP subjects, as students are required to explore knowledge questions against the backdrop of their experiences in their other DP subjects. Through discussion and critical reflection students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives. (International Baccalaureate. N.p., n.d, Web. 07 Apr. 2014.)

Element 3—CAS

The IB CAS element is explained in detail earlier under the “The Culture and Climate of Learning” since it relates directly to the character part of our educational program.

Diploma Program Subject Groups

Group 1: studies in language and literature

It is a requirement of the program that students study at least one subject from group 1. In group 1, students will study literature, including selections of literature in translation. Students will choose to study their group 1 subject(s) in a language in which they are academically competent.

In studying the group 1 courses, students are able to develop:

- a personal appreciation of language and literature
- skills in literary criticism

- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective

The range of texts studied in language A courses is broad, and students grow to appreciate a language's complexity, wealth and subtleties in a variety of contexts. A specific aim is to engender a lifelong interest in literature and a love for the elegance and richness of human expression.

While North Star Charter School currently offers Language A: Literature HL, the school reserves the right to offer other alternatives as the program grows and matures.

Group 2: language acquisition

It is a requirement of the program that students study at least one subject from group 2. The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

North Star currently offers Spanish SL and Spanish ab initio courses. In prior years Japanese ab initio was also offered. The school reserves the right to offer alternatives as the program grows and matures.

Group 3: Individuals and societies

Students are required to choose one subject from each of the six academic areas, including one from Individuals and societies. They can choose a second subject from each academic area except the arts.

Studying any one of these subjects provides for the development of a critical appreciation of:

- human experience and behavior
- the varieties of physical, economic and social environments that people inhabit
- the history of social and cultural institutions.

In addition, Group 3 studies are designed to foster in students the capacity to identify, to analyze critically and to evaluate theories, concepts and arguments relating to the nature and activities of individuals and societies.

North Star currently offers IB History. In prior years, North Star has offered IB Geography. The school reserves the right to offer alternatives as the program grows and matures.

Group 4: Sciences

It is a requirement of the program that students study at least one subject from group 4. Students explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.

A compulsory project encourages students to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary and provides an opportunity for students to explore scientific solutions to global questions.

North Star currently offers IB Biology (with an emphasis on, IB Anatomy/Physiology, IB Biochemistry/Genetics), and IB Environmental Systems SL. The school reserves the right to offer alternatives as the program grows and matures.

Group 5: Mathematics

It is a requirement of the program that students study at least one course in mathematics; computer science is an elective. The mathematics program enables students to:

- develop mathematical knowledge, concepts and principles
- develop logical, critical and creative thinking
- employ and refine their powers of abstraction and generalization.

Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives.

North Star currently offers IB Math Studies and IB Math SL. In prior years North Star offered IB Math HL. The school reserves the right to offer alternatives as the program grows and matures.

Group 6: The arts

It is a requirement of the program that students choose one subject from each of the academic areas 1—5. Alongside these five courses, a student can choose to study a group 6 subject, or to study an additional subject from groups 1—5.

The emphasis is on creativity in the context of disciplined, practical research into the relevant genres. In addition, each subject is designed to foster critical, reflective and informed practice; help students understand the dynamic and changing nature of the arts, explore the diversity of arts across time, place and cultures, and express themselves with confidence and competence.

In prior years North Star offered IB Music HL. The school reserves the right to offer alternatives as the program grows and matures.

PROGRAM GOALS

All students will participate in a common core of learning that will fulfill the school's mission. It is the intent of the North Star Charter School to ensure that students achieve and exceed the Idaho Core Standards.

Our students will learn to:

- develop oral and written skills;
- use knowledge and skills, think logically, and solve problems related to mathematics;
- acquire sufficient knowledge of science to be responsible users of scientific information;
- develop their aesthetic talents in music, visual arts, and/or performance.

In keeping with North Star Charter School's mission, we recognize that education is more than the assimilation of facts. Proficiency in a discipline means that the learner becomes a capable practitioner and has a sufficient foundation to pursue advanced study. NSCS The Charter School emphasizes both the acquisition and application of knowledge.

Program Goals Measurement

As a result of attending North Star Charter School, students will have achieved the following program goals. NSCS will obtain the data through the measurement tool described and utilize the data to ensure our program goals are being met.

1. Fluent reading in grades kindergarten through third, as identified by proficient scores on state-mandated year-end summative assessments such as the Idaho Reading Indicator.
2. Mastery of the Idaho Core Standards, as indicated by proficient scores on the year-end summative assessment (such as the Smarter Balanced Assessment Consortium).
3. Mastery of the Idaho Content Standards related to science, as indicated by proficient scores on the year-end summative assessment (such as the Idaho Standards of Achievement Test).
4. An appreciation and respect for diversity, as measured by the Comprehensive School Climate Inventory (average school-wide score of 3.5 or higher in the sub-category of Respect for Diversity) and 90% or more of North Star graduates having learned a second language.
5. A readiness and commitment to post-secondary education, as measured by 75% or more of North Star Charter School graduates enrolling in a post-secondary program.

Methods of Measuring Student Progress

Data from the Star Rating System will be used to measure student progress. North Star may also use a variety of the following methods to measure student progress: AIMSweb, easyCMB.com or other norm-referenced curriculum-based measurements: RtI data; teacher-created, curriculum-specific formative and summative assessments; projects and presentations; the Idaho Standards

Achievement Test Smarter Balanced Assessment Consortium or other state mandated test; the Idaho Alternative Assessment (IAA) when applicable; the ACT, ASFAB, Accuplacer, PSAT and SAT tests.

THOROUGHNESS STANDARDS (IDAHO CODE 33-1612)

North Star Charter School will fulfill the thoroughness standards identified in Idaho Code. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

STANDARD A

A safe environment conducive to learning is provided.

Goal: Maintain a positive and safe teaching and learning climate.

Objectives: North Star Charter School will:

- Adhere to a philosophy which is focused on character developments that promote student respect for themselves and others.
- Develop a staff/student handbook to provide rules and guidelines for physical safety. These guidelines will include and not be limited to the procedures for fire drills, reporting unsafe equipment, methods for checking students in and out of school, notification of parents' rights, and staff monitoring responsibilities.
- Provide a facility that adopts policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools, and is inspected as required to ensure the safety of students and staff.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior, including zero tolerance for weapons, violence, gangs, and use or sale of alcohol and drugs.
- Create an environment that encourages parents and other adults to visit the school and participate in the school's activities.

STANDARD B

Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment with an emphasis on high expectations of behavior and performance.

Objectives: North Star Charter School will:

- Establish behavioral expectations for students, staff and visitors that encourage a positive and respectful school climate and culture that is essential to creating and maintaining a safe and supportive school community.
- Follow the guiding principles of a classroom discipline model focused on respect for oneself and one's learning environment.
- Develop a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior, and a process for teachers to handle minor and major infractions in the classroom setting.
- Teach appropriate behaviors and foster responsible decision-making skills.
- Establish and maintain consistent rules aligned throughout the school.

STANDARD C

The basic values of honesty, self-discipline, unselfishness, respect for authority, and the central importance of work are emphasized.

Goal: Offer opportunities for students to develop and express exemplary character traits in concert with the overall educational program.

Objectives: North Star Charter School will:

- Adhere to a philosophy which focuses on character development, emphasizing the importance of adults modeling.
- Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.
- Develop a sense of community and service within the school, and between the school and the larger community.

STANDARD D

The skills necessary to communicate effectively are taught.

Goal: Teach students a range of effective communication skills, both written and oral, skills appropriate for the 21st century.

Objectives: North Star Charter School will:

- Integrate meaningful language experience in reading, writing, oral presentation and spelling, across the content areas.
- Provide a technology-rich environment to enable students to assess information, process ideas and communicate results.

STANDARD E

A basic curriculum necessary to enable students to enter academic or professional-technical post-secondary educational programs is provided.

Goal: Develop an educated citizenry for the 21st century through a dynamic, interactive academic program which grounds a student in the basics of reading, writing, mathematics, science, and social studies as a means to lead students to more in depth thinking.

Objectives: North Star Charter School will:

- Use the Idaho State Department of Education's Core Standards as a starting point to engage students in research-based and evidence-based pedagogy, a prerequisite for entry into the International Baccalaureate curriculum
- Emphasize American history and the lives and writings of the Founders.
- Integrate business and economic concepts
- Provide a strong foundation in basic reading, writing, science, social studies, and computational skills.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st century.
- Physical activity during the school day will be incorporated into the curriculum.

STANDARD F

The skills necessary for the students to enter the workforce are taught

Goal: Teach students “Habits of Mind” that are essential to post-secondary education and the work place, i.e. persistence, flexible thinking, metacognition, innovation, risk taking, life-long learning, problem-solving, etc...

Objectives: North Star Charter School will:

- Utilize Character Counts Program and IB Learner Profile to teach effective “Habits of Mind”.
- Enable students to develop the following intellectual habits important in the work place: adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically and making informed judgments.
- Enable students to develop the following personal habits important in the work place: accepting responsibility for personal decisions and actions; honesty, courage, and integrity; a healthy lifestyle; empathy, courtesy, and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.

STANDARD G

The students are introduced to current technology.

Goal: Provide students with a technology-rich environment using tools such as computers, scientific equipment, and networks linked to local and nationwide resources.

Objectives: North Star Charter School will:

- Use interactive technology as tools in an integrated educational program rather than as primary instructional delivery systems.
- Emphasize the acquisition of basic computer skills as a supplementary medium of communication and research to complement other approaches.
- Use computers as tools for such activities as accessing research information, authoring, computation, record keeping and data storage, and communication.

STANDARD H

The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

Goal: Provide students with the skills and understanding necessary to become responsible citizens in their respective jobs and communities of the 21st century.

Objectives: North Star Charter School will:

- Engage students in service learning. Provide service learning experiences that reflect responsible citizenship in a democratic society and an interdependent world.
- Enable students to develop the following habits of responsible citizens: accepting responsibility for personal decisions and actions; honesty, courage and integrity; empathy, courtesy and respect for differences among people; assuming a fair share of the work load; and working cooperatively with others to reach group consensus.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

North Star Charter School will achieve the Thoroughness Standards through implementation of an accelerated curriculum supported by a school culture based on a solid foundation of character education.

GRADUATION REQUIREMENTS

The graduation requirements for North Star Charter School will meet or exceed the guidelines established by the State of Idaho. The graduation requirements are outlined below, and are also included in the *North Star Charter School Student Handbook*.

Core Area	Graduation Requirement
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Core of Instruction	46 credits
Electives	18 credits
Total Credits	64 credits
Language Arts	9 credits <i>English: 8 credits, Speech: 1 credit</i>
Mathematics	8 credits <i>2 credits must be taken in last year of high school</i>
Science	8 credits <i>4 credits must be lab classes</i>
Social Studies <i>US History, Economics, and American Government</i>	10 credits
Humanities <i>Foreign Language</i>	8 credits
Health	1 credit
Physical Education	2 credits
Post-Secondary Readiness Plan	4- Year Learning Plan at end of 8 th Grade
Advanced Opportunities	International Baccalaureate
Senior Project	IB CAS Project and IB Extended Essay
College Entrance Exam	PSAT, SAT, ACT
Middle School	Must take algebra before entering 9 th grade

SPECIAL EDUCATION SERVICES

North Star Charter School will serve all children including special education, Gifted and Talented, students requiring Section 504 Accommodations and LEP (Limited English Proficient) students. ~~NSCS North Star Charter School~~ will follow the requirements of IDEA, the state of Idaho, and all other federal and state mandates regarding students with special needs ~~students~~.

The North Star Charter School Board will adopt the 2007 ~~will adhere to the~~ *Idaho Special Education Manual* with all subsequent revisions and will adopt and implement appropriate special education policies and procedures consistent with state and federal laws, rules, regulations, and legal requirements. All children will receive appropriate services as outlined in the Individuals with Disabilities Education Improvement Act, Section 504, and the *Idaho Special Education Manual*.

North Star Charter School will plan and budget to provide highly qualified special education teacher(s) and other personnel, physical facilities that are appropriately accessible to permit access by students with disabilities, funding and contractual arrangements to ensure that North Star students with disabilities receive special education and services as required in IDEA 2004 and outlined on the students' IEPs. All special education personnel will meet highly qualified special education standards and will be interviewed, selected, hired, trained, and in place by the first day

of the 2014-2015 school year. To meet these expectations, North Star Charter School will conduct a yearly Child Find activity.

North Star Charter School will follow a three-step process, as outlined in the *Idaho Special Education Manual*, to determine whether or not a student requires special education services:

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation, and documentation of the Child Find system.
2. ~~NSCS's North Star's~~ Child Find system will also publicize and ensure that staff and the school's constituents are informed of the availability of special education services through information included in staff orientation, on the school's web page, in registration materials and through the use of various social media.
3. ~~NSCS North Star Charter School~~ will conduct a thorough and comprehensive evaluation for students referred, to determine if the student qualifies for special education services under the Individuals with Disabilities Education Act. ~~NSCS North Star Charter School~~ would adhere to the guidelines and timelines outlined in the Individuals with Disabilities Education Act and the Idaho Special Education Manual. As outlined in the Idaho Special Education Manual, an evaluation team, which includes (at a minimum) a special education teacher, a general education teacher, a district representative, the student when appropriate educators and the parent and/or adult student, will review the information from the comprehensive evaluation to determine the student's eligibility for special education. These sources include, but are not limited to, general education interventions, formal and informal assessments, and progress in the general curriculum, and will also include any and all referrals by parents and/or other adults including teachers, counselors, or other school professionals as outlined in the Idaho Special Education Manual.

North Star Charter School will implement and utilize a comprehensive Response to Intervention program as recommended in the Idaho Special Education Manual. This comprehensive, general education-led program will consist of the core components of problem identification, problem analysis, applying researched-based intervention and progress monitoring to determine student response to the scientifically research-based interventions. Students who do not respond adequately to the Response to Intervention program may be considered for a Referral to Consider a Special Education Evaluation.

If during an evaluation process, the multi-disciplinary team determines the need for an evaluation by personnel not directly employed by ~~NSCS North Star Charter School~~, such as a school psychologist, speech therapist, occupational therapist, or other required experts not currently employed by the school, such evaluations will be contracted with a private provider. If the student qualifies for special education services, and the subsequent Individualized Education Plan (IEP) requires the, ~~the multidisciplinary team will further discuss the potential~~ need for contracting with personnel not directly employed by ~~NSCS North Star Charter School~~, then the NSCS North Star Charter School will contract with the appropriate service providers to provide IEP-related services (i.e. Speech and Language

Pathologist, Occupational Therapist, Physical Therapists etc.).

Individual Education Plans

A highly qualified special education teacher ~~Appropriate personnel~~ will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A ~~special education~~ special education ~~certificated~~ teacher will provide services in an inclusion or a pull-out model depending on the degree of accommodation necessary to meet the student's needs. These services will be delivered by a special education teacher or licensed provider, with a supporting para-educator(s) used to support the licensed provider as allowed by IDEA and the ESEA. The special education teacher ~~appropriate personnel~~ will consult with the general education staff to utilize effective classroom accommodations, adaptations, and modifications.

The continuum of settings and services will be provided at NSCS ~~North Star~~, include general education classes, resource classes, and provisions for supplemental services such as resource services, itinerant instruction provided in conjunction with the general classroom, classroom aides, replacement curricula, behavioral supports, etc. In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the variety of alternate placements and related services available to meet those needs. NSCS ~~North Star Charter School~~ may contract with private providers for the provision of related services. Services may be provided by a licensed therapist, who may use a para-educator for support. In the rare event that the IEP team determines that the student's academic needs cannot be met on site, NSCS ~~North Star Charter School~~ may contract with other agencies to provide those services.

For all special education students, North Star Charter School will develop, review, and revise IEPs in accordance with state and federal laws. NSCS ~~North Star Charter School~~ will adhere to the IDEA Procedural Safeguards and FERPA to assure protection of student and parent rights, including the confidentiality of personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records. NSCS ~~North Star Charter School~~ will ensure access to charter school programs, as required by the Americans with Disabilities Act (ADA). NSCS's ~~North Star's~~ building plan ~~will may include the actual location of students within the classrooms, and settings within the classrooms, to permit access by students with disabilities.~~ The school will provide transportation for special education students when the student's IEP requires it as a result of the multidisciplinary team decision.

North Star Charter School uses evidenced-based programming and curricula when working with students with disabilities who need supplemental or replacement curricula.

North Star Charter School will follow the guidelines provided by the IDEA and Idaho Special Education Manual in regards to the disciplining of a student protected under the IDEA. This will include the consideration of a Functional Behavior Assessment and subsequent Behavior Intervention Plan when the special-education multidisciplinary team identifies that the behavior of the student impacts their learning or the learning of

others. When the Behavior Intervention Plan is required, it will be developed with Positive Behavior Interventions and Supports. When required in accordance with the IDEA and *Idaho Special Education Manual*, the special education multidisciplinary team will conduct a Manifestation Determination to establish whether or not the misconduct of a student with a disability was (1) a demonstration of the disability, that is, an inability to understand impact and consequences or an inability to control behavior; (2) the result of an inappropriate placement; and/or (3) the lack of provision of services consistent with the IEP and placement. ~~utilize the manifested determination process to determine if a student's behaviors are directly related to their identified disability.~~

Nondiscriminatory Enrollment Procedures

North Star Charter School will not deny enrollment to a student with a disability ~~solely~~ because of that student's need for special education or related aids and services. All appropriate services will be provided for students with disabilities ~~disabled students who have the opportunity to meet the~~ federally- established eligibility criterion for such services. Enrollment policies described elsewhere in this charter petition are consistent with the mission of NSCS ~~North Star Charter School~~ and civil rights requirements. The nondiscriminatory policy will be stated on the school's website, applications, advertisements, etc.

LRE Requirements

North Star Charter School will provide special education and related services to eligible NSCS ~~North Star Charter School~~ students in the Least Restrictive Environment (LRE), educating ~~disabled~~ students with disabilities ~~with their non-disabled peers~~ students to the maximum extent appropriate. Related services may include (but is not limited to) Positive Behavior Interventions, Adaptive Technologies, Extended School Year, etc. This will be in accordance with the *Idaho Special Education Manual, PL94-142*, and as identified on each student's IEP. In many cases, the LRE will be specified within NSCS ~~the Charter School~~. In rare cases, the LRE might be an alternative site, depending on the needs of each student. NSCS ~~North Star Charter School~~ will provide assessments to admitted students as required, meeting individual student needs and IDEA requirements. LRE decisions are made individually for each student. The student's goals and required services are developed prior to the determination of the location of services and settings. The services and settings needed by each student with a disability must be based on the student's unique needs that result from his or her disability, not on the student's category of disability.

DUAL ENROLLMENT

North Star Charter School students will be allowed to participate in dual enrollment with other schools, as required by Idaho Code 33- 203. Dual enrollment is subject to school district policy and procedures, as allowed in Idaho Code 33- 203. Information concerning dual enrollment options and requirements will be provided to parents annually through the student handbook.

Tab 4

Measurable standards, Accreditation and Accountability

MEASURABLE STANDARDS

North Star Charter School is committed to holding students to a higher standard, and consistently striving for academic success.

At the classroom level teachers will use a combination of formative and summative assessments that are benchmarked to school-wide measurements for accountability. The assessments may include: rubrics, portfolios, oral presentations, writing, objective tests, or some combination of these measures.

In evaluating the school's success in meeting mission-based goals and objectives, the school is utilizing both standards-based and performance-based assessments. For those students who have attended NSCS for more than the prescribed timeframe stated they will accomplish the following goals:

Mission Focus: Critical Design Element/Focus	IB Program Goals/Objectives	Measurement Standards
World-Class Education	Teach students a range of effective communication skills, both written and oral, skills appropriate for the 21st century.	<ol style="list-style-type: none"> 1. 90% of graduates who have attended North Star for 24 months or more will learn a second language. 2. NSCS will maintain its IB certification.
High Academic Achievement	Develop an educated citizenry for the 21st century through a dynamic, interactive academic program which grounds a student in the basics of reading, writing, mathematics, science, and social studies as a means to lead students to more in depth thinking.	<ol style="list-style-type: none"> 1. Grades kindergarten through 3rd will exceed state or district targets (whichever is higher in any given year) in the Idaho Reading Indicator (IRI), or other state mandated summative assessment for K-3, by 5% or more with students who have attended NSCS for an entire school year or more.

Intellectual Confidence	Teach students “Habits of Mind” that are essential to post-secondary education and the work place, i.e. persistence, flexible thinking, metacognition, innovation, risk taking, life-long learning, problem-solving, etc...	1. Upon high school graduation, 75% or more of seniors will enroll in a post-secondary program.
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STANDARDIZED TESTS

Under the direction of the School Administrator, all state-mandated standardized tests will be conducted in strict accordance with, and at the specified intervals mandated by the state of Idaho. The School Administrator will work with the staff member assigned the role of School Test Coordinator to reschedule testing for students who have not been assessed. Additionally, North Star Charter School will administer any and all required state assessments according to SDE protocol.

ACCREDITATION

North Star Charter School is currently accredited by The Northwest Accreditation Commission. To achieve accreditation, NSCS has conducted a self-study and has been subject to a site visit as required. Please see Appendix P for the External Accreditation Review Report.

To ensure continuing accreditation of NSCS, the school will maintain accreditation in accordance with Idaho Code 33-5205(3)(e) and IDAPA 08.02.02.140. An accreditation committee appointed by the Principal(s) will choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the Principal(s) will submit annual accreditation reports to the Idaho State Department of Education. The accreditation will be completed through NWAC/AdvancED.

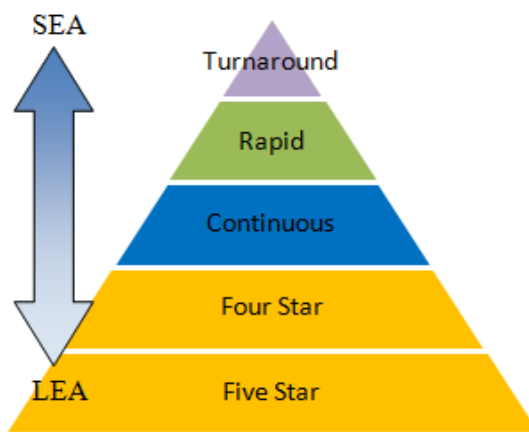
ACCOUNTABILITY AND SCHOOL IMPROVEMENT

North Star Charter School is committed to being a school where student success is a top priority. This is reflected currently with a Four-Star rating in the Star System.

If it is ever determined that, based on student performance, the school is in need of improvement in accordance with the Star System through receiving a one, two or three Star Rating, NSCS will develop and follow a plan that will focus on improving school and staff capacity (structure, resource allocation, and teacher skill sets) to increase student achievement.

The Board of Directors of NSCS will provide consultation to the Principal(s) regarding ongoing plans for the school. The Board will be responsible for the oversight and implementation of the school improvement process. It will be subject to all School-Level Improvement, continuous, Rapid and Turnaround Plans to a documented, meaningful and thorough review process prior to providing approval. If applicable, it will show that it has partnered with any schools in Turnaround planning to ensure a successful plan for alternative governance. The Board will oversee the development of the District Improvement Plan and will assure that the goals of the plan represent the goals of the Board of Directors.

If NSCS receives either four or five stars, no action is required. If NSCS receives a score of three stars or less, North Star will follow the procedures outlined below:



School level plans are based on a continuum of performance over time with varying levels of LEA and SEA intervention and support structures. Schools with four and five star ratings are not required to submit School Improvement Plans so all the direction is at the school and LEA level. Moving along the continuum, the requirements for schools in Continuous Improvement will be less directed by the SEA than those in Rapid Improvement; however, the furthest end of the spectrum is Turnaround Planning at which point the State Department of Education will be highly involved in the planning process.

Idaho's Accountability System includes the following four measures and the rate of participation in State assessments:

1. Reading, mathematics, and language usage achievement (proficiency) designations for all students;
2. Graduation rates for all students;
3. Growth and growth toward proficiency for all students and subgroups over time; and
4. For schools with grade 12, increasing advanced opportunities and ensuring college readiness through college entrance and placement exams.

Annually, NSCS will receive a star rating and improvement planning category designation from the SDE. The school will strive to receive a four or five star rating. In the case that it receives a lesser rating, the following steps will be enacted.

If NSCS receives a Turnaround or Priority School status (One-Star Rating):

After the State conducts an Instructional Core Focus Visit, the Board, appropriate staff and the authorizer will create a Turnaround Plan based on whichever of the following permissible models would best affect the necessary change:

1. Transformation model, which addresses areas critical to transforming persistently low achieving schools. These areas include: developing teacher and Administrator leader effectiveness (depending on the track record of the Administrator, this could mean replacing the current administrator), implementing comprehensive instructional reform strategies, extending learning time and creating community connections, and providing operating flexibility and sustained support.
2. Turnaround model, which includes, among other actions, replacing the Administrator and rehiring up to 50% of the school's staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the State's academic standards. A turnaround model may also implement other strategies such as any of the required and permissible activities under the transformation model or a new school model (e.g., themed, dual language academy).
3. Governance Partnership Model in which the Board/school partners with an external entity to implement the Turnaround Principles and transform the governance of the school. This may include:
 - a. Agreeing to utilize services provided directly to the school by the state in lieu of a state takeover in which a diagnostic review is conducted and services are tailored specifically to the context of the school;
 - b. Purchasing the services of a lead turnaround partner that will utilize research-based strategies, that have a proven record of success with similar schools, and which shall be a key participant and decision-maker in all aspects of developing and collaborative executing the turnaround plan.

After choosing the best Turnaround Model, NSCS staff, Board, and the authorizing charter entity will create a Turnaround Plan that will provide the framework for analyzing problems, identifying underlying causes and addressing instructional issues in the school that have led to low student achievement outcomes. The plan will incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused NSCS to be identified for the Turnaround Plan category.

North Star Charter School will use the State's WISE Tool and required indicators to write its Turnaround Plan. The indicators NSCS will use in its Turnaround Plan will be tied to research-based practices that have been proven to raise achievement for all students, including English Learners, students with disabilities, and the lowest achieving students.

Once identified, NSCS would remain a One-Star School (i.e., a priority school in the Turnaround Plan status) for at least three years, unless it meets the exit criteria defined in Section 2.D.v. During that period, plans will be overseen by the authorizing charter entity, approved by the State, and monitored by both the State and the authorizing charter entity. NSCS may exit priority status one year early if it meets the exit criteria of two consecutive years at a Three Star rating or higher (after initial identification).

Special Rule for District Charter Schools: For a district charter school, renegotiate and significantly restructure the school's charter pending approval by the State Charter School

Commission in order to implement the Turnaround Principles or revoke the charter and close the district charter school.

If NSCS receives a Two-Star Rating, the Board and authorizing charter entity will collaborate with the State Department of Education to develop and Rapid Improvement Plan using the required WISE tool indicators. NSCS will follow the required steps, guidelines, and procedures in a manner similar to those outlined above and as provided in the Idaho Improvement Planning and Implementation Workbook. NSCS must receive a three star rating for two subsequent years to be removed from this ranking.

If NSCS receives a three-star rating, the Board and authorizing charter entity will collaborate with the SDE to develop a Continuous Improvement Plan using the required WISE Tool indicators. North Star will follow the required steps, guidelines and procedures in a manner similar to those above and as provided in the Idaho Improvement Planning and Implementation Workbook. NSCS must receive a higher rating for at least one year to be removed from this ranking.

If NSCS is in improvement status, they will complete all requirements including the 10% set aside for professional development, notification of school choice and tutoring services for eligible students attending one and two star schools, SMART Goals and alignment of evaluation and state funding plan. Additionally, if NSCS is in improvement status, the Board in conjunction with the administration (as appropriate) and authorizer will revisit and reprioritize the operational budget to ensure resources are directed toward realizing improvement goals. This will be particularly critical to meet the requirements of Turnaround Plans, and especially if the administrator or a significant portion of the staff are replaced.

Tab 5

Governance Structure, Parental Involvement, Audits

GOVERNANCE STRUCTURE

North Star Charter School, Inc. is a non-profit organization and managed under *the Idaho Nonprofit Corporation Act*. Board of Directors will be the public agents who control and govern the Charter School. NSCS shall be responsible to identify and comply with all statutory requirements affecting the operation of a public school. The Board of Directors' meetings will generally follow Robert's Rules of Order, and will follow the Open Meetings laws, keep accurate minutes, and make the minutes available to the public, according to the Bylaws of the Charter School Corporation and Public Records laws.

Under the bylaws of the corporation, North Star Charter School, Inc. is governed by a Board of Directors consisting of between five and seven voting directors. Board members are elected for a two year term. No more than three board members may be parents of students at NSCS. The remainder of the board members shall not be affiliated with the school.

The Board of Directors seats are as follows:

Seat #	Type of Seat	Year of Election
Seat One	Parent	Even year
Seat Two	Parent/community	Even year
Seat Three	Community	Even year
Seat Four	Parent	Odd year
Seat Five	Community	Odd year
Seat Six	Community	Odd year
Seat Seven	Community	Even year
Non-Voting	PTO President	Current

Current board members and their resumes are in Appendix E.

Powers and Limitations

North Star Charter School, Inc. will be a legally and operationally independent entity established by the nonprofit corporation's Board of Directors. The elected Board of Directors will be legally accountable for the operation of the Charter School. NSCS commits to compliance with all federal and state laws and rules and acknowledges its responsibility for identifying essential laws and regulations, and complying with them.

The Board of Directors will have the responsibility to approve the selection of the Principal(s) and Finance Manager who may not be one of its members. NSCS will not contractually bind the Idaho Public Charter School Commission in a contract with any third party.

Selection and Replacement

Annual elections for members of the Board of Directors will be held according to the Bylaws of the Charter School Corporation (see Bylaws in Appendix B).

Recruiting Board Members

North Star Charter School will seek to recruit parents of students enrolled in the school and others in the community who are highly qualified to be on the Board. The Board will seek prospective members who have training or experience in accounting/finance, law, education, publicity, marketing, and business. Recruitment notices that detail the qualifications and experience required will be sent out through email to the students' parents and others on the school's e-mail list. They will also be posted on the school's website. NSCS will request the assistance of its faculty and stakeholders in finding Board candidates. NSCS will actively seek Board candidates through the Advisory Committees. These committees will provide a venue for the vetting of prospective Board members. Each committee has at least one Board member as Chair. Generally, no more than 6 non-board members will serve on the committee. Non-Board Members of a committee have no voting authority.

Board Training and Evaluation

When new board members are added they are provided with a New Board Member Packet. This packet contains information to help them understand what is involved in being a Board Member, such as but not limited to: roles and responsibilities, meeting laws, state statute for charter schools, ethical standards, and financial acumen.

There will be periodic ethics training for all Board members on a minimum of a two year cycle.

Board members will be encouraged to attend any staff and parent education meetings.

The Board will conduct a self-assessment annually by using the ISBA's self-assessment tool (see Appendix G). The data will be used to improve the Board and its individual member's functionality. An example may be the discovery that the Board is weak in financial knowledge, leading to additional training specific to educational finances and the need to recruit Board member(s) with that strength.

Ethical Standards

North Star Charter School is a member of the Idaho School Board Association (ISBA) and adheres to the ISBA ethical standards. Each Board member is required to read, understand, sign

and adhere to the ethical standards of the Board. Our Ethical Standards Agreement is in Appendix F.

Relationship between the Board of Directors and School Administration

The relationship of the Board of Directors to the North Star Charter School administration is as follows:

Principal(s)

The principal(s) work(s) under the direction of the Board of Directors and are empowered to provide educational direction, administration, and on-site day-to-day operation of the school(s), as well as certain decisions concerning but not limited to:

- Implementing the vision and mission of the school
- Providing instructional materials and supplies
- Allocating classroom resources
- Fulfilling state charter school requirements
- Building school-wide community
- Providing special services
- Contracting educational services
- Manage the disciplinary policy
- Developing curriculum, instruction and assessment
- Implementing professional development
- Resolving employment and personnel issues
- Overseeing enrollment and attendance
- Conducting teacher evaluations
- Supplying annual educational reports
- Executing the policies of the Board
- Acting as an intermediary between the Board of Directors and stakeholders
- Communicating to the Board on North Star's academic performance
- Making recommendations to the Board on issues facing the school
- Supervising student scheduling
- Student enrollment and records
- Attendance
- State reports concerning students, faculty, and staff
- Parent and public relations

Finance Manager

The Finance Manager will work under the direction of the Board of Directors. The Finance Manager's responsibilities include, but are not limited to the following:

- Monthly and Annual reporting to the Board and outside entities
- Day to day financial operations and accounting
- Financial records
- Purchasing/Contracting
- State reporting requirements
- Payroll
- Insurance
- Benefits
- Facilities

The composite administrative team as identified herein may, at the direction of the Board of Directors, be further organized to operate as a self-directing administrative/management team with cross-training and appropriate joint decision making and collaboration so long as requirements for certification as required by the Idaho Code are fully observed.

PARENTAL INVOLVEMENT

The Parent-Teacher Organization (PTO) and Board of Directors of North Star Charter School will provide consultation to the Principal(s) regarding ongoing plans for the school. The PTO will also work with the Board of Directors on school improvement. The head of the PTO will sit on the Board of Directors (as a non-voting member) providing an avenue for parent's views to be shared.

Parents of students who attend NSCS will be involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. The process to ensure parental involvement will be as follows:

1. Parents will receive a student/parent handbook at registration.
2. Parents will be encouraged to attend parent teacher conferences during the year.
3. Parents will be encouraged to be involved in the PTO and to volunteer for school projects, programs and committees, and to work specifically with students who are challenged academically.
4. Parents will be encouraged to provide an appropriate learning environment at home for study.
5. The Board will seek parental involvement on Advisory Committees and as Board members as described under "Board Recruitment".

AUDITS/FINANCIAL REPORTING

Annually, the Board of Directors approves a letter of engagement of an independent certified public accountant to conduct an independent audit that complies with all related finance laws. At the completion of the audit, the Board reviews the results of the audit, approves and accepts the audit report and findings. A copy of the audit report will be submitted to the Authorizing entity and the State Department of Education.

The Board of Directors complies with all laws related to school finance laws. The board presents and discusses all financial matters at public session and posts all financial results, budgets, audits, contracts and disbursements electronically via the school website. The Board holds an annual public hearing where the budget is discussed in detail. The Board posts notices of all meetings, including financial meetings, at the Meridian School District, Meridian Public Library, and Eagle Public Library and in the Idaho Statesman.

North Star Charter School will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). The Board will have prepared and published, within one hundred twenty (120) days from the last day of each fiscal year, an annual statement of financial condition and report of the school as of the end of such fiscal year in a form prescribed by the State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5)(6). Such annual statement shall include, but not be limited to, the amounts of money budgeted and received and from what sources, and the amounts budgeted and expended for salaries and other expenses by category. The school places copies of all teacher contracts and vendor contracts on the school website. In addition, the school places a listing of all disbursements on the website and makes available all such information upon request.

Annually, North Star Charter School will file with the State Department of Education such financial and statistical reports as the SOPI may require pursuant to Idaho Code Section 33-701(7). NSCS will destroy all claims or vouchers paid five years from the date the same was canceled and paid pursuant to Idaho Code Section 33-701(8).

North Star Charter School will review the school budget periodically and make appropriate budget adjustments. Amended budgets shall be submitted to the State Department of Education pursuant to Idaho Code Section 33-701(9).

Pursuant to 33-701(10), North Star Charter School will invest any money coming into the hands of the school in investments permitted by section 67-120 of the Idaho Code.

TAB 6:

Employee Requirements, Health and Safety, Student Discipline

EMPLOYEE QUALIFICATIONS

North Star Charter School's full-time and part-time staff will meet or exceed qualifications required by state law. Instructional staff shall be Highly Qualified certified teachers as required by Idaho Code Section 33-5205(3)(g). Administrators will be certified as administrators. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of NSCS as outlined within the charter. Staff must comply with the professional codes and standards approved by the State Board of Education, including standards for ethics or conduct as required by Idaho Code Section 33-5204A(1). The Principal(s) will make recommendations to the Board of Directors for approval of instructional staff.

North Star Charter School reserves the right to seek waivers or limited certification options as provided by rule of the Idaho State Board of Education when deemed in the best interests of the educational program. Additionally, NSCS reserves the right to hire any person for temporary assistance under the direct supervision of certified staff members. These provisions are intended to allow various community experts and other specialized persons who may not hold certification to contribute to the school according to their talents, experience, creativity, or expertise on a short-term or seminar basis.

BACKGROUND CHECKS

All employees, subcontractors, board members, and volunteers who work with students independently are required to undergo State of Idaho criminal background checks and FBI fingerprinting in compliance with Idaho Code 33-130. Each person stated above shall submit the completed fingerprint card to the school who will submit such background check information to the Office of Certification at the State Department of Education. Subcontractors will pay for their own background checks. NSCS will pay for background checks for all employees, volunteers and board members.

PROFESSIONAL DEVELOPMENT

North Star Charter School recognizes that teachers are the foundation of our school's program, helping achieve their potential academically, socially and emotionally. Teacher success is the basis for successful student learning. NSCS intends to support its teachers through competitive compensation packages, paraprofessional support, opportunities for peer connection and support, and a strong mentoring and professional development program. NSCS recognizes the critical importance of its professional development programs for the long-term success of the school and

its students. See teacher evaluations in Appendix M and professional development plans in Appendix N.

HEALTH AND SAFETY PROCEDURES

North Star Charter School complies with the following health and safety procedures:

1. Conducts criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Requires that all students show proof of immunization before being enrolled at the NSCS.
3. Requires that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school building.
4. Provides for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire and Building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
5. North Star Charter School has adopted and implemented a comprehensive set of health, safety and risk management policies. These policies have been developed in consultation with the NSCS's insurance carriers and at a minimum address the above and following items:
 - a. Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
 - b. Policies relating to preventing contact with blood-borne pathogens
 - c. A policy requiring that all staff receives training in emergency response, including appropriate "first responder" training.
 - d. Policies relating to the administration of prescription drugs and other medicine.
 - e. A policy that the school will be housed in a facility that has received fire marshal approval and has been evaluated by a qualified structural engineer who has determined the facilities present no substantial safety hazard.
 - f. Policies establishing that the school functions as a gun-free, drug, alcohol, and tobacco free workplace.
6. NSCS has developed a policy regarding internet usage that complies with all requirements set forth in the Children's Internet Protection Act.

Policies are incorporated as appropriate into the school's student and staff handbooks, and will be reviewed on an ongoing basis in the school's staff development efforts.

CLASSROOM MANAGEMENT

North Star Charter School is committed to a safe learning environment. Appropriate behavior is essential in the establishment of a positive learning environment for students. Student expectations for appropriate behavior are high, and are communicated to students as part of the Character Development program (described in Tab 3). Teachers specifically and explicitly teach and review classroom rules as a means to teach appropriate behavior in the classroom setting.

Expectations for appropriate behavior are communicated to parents in NSCS's handbook (distributed to families annually) and these expectations are clearly communicated to new families during initial tours of the facilities offered in the spring. Teachers will be trained in the "Love and Logic" approach, as a means to ensure that the school-wide philosophy will be implemented in communicated uniformly.

The Love and Logic program is a classroom management approach to working with students that:

1. Puts teachers in control
2. Teaches students to think for themselves
3. Raises the level of student responsibility
4. Prepares students to function effectively in a society filled with temptations, decisions and consequences

Teachers and staff followed three basic rules when using Love and Logic, which are:

1. Use enforceable limits
2. Provide choices within limits
3. Apply consequences with empathy

STUDENT DISCIPLINE

Discipline at NSCS emphasizes a positive approach, guided by the Love and Logic way of thinking. NSCS expects its students to behave in an age-appropriate, respectful way towards adults, classmates in school and personal property. When this does not occur, classroom teachers will use corrective strategies that correlate with the Love and Logic philosophy. Teachers and staff are primarily responsible for the maintenance of proper student behavior both within and outside of the classroom setting during the school day. Every reasonable effort should be made by teachers/staff to solve discipline problems before they are referred to administration.

Discipline Steps

When a referral is made by a teacher regarding mischievous or severe behavior it will be submitted to Administration. Referrals will be processed as follows below:

Level One

(Behavioral interventions may begin on Step 1 or Step 2):

- Step 1: Teacher conferences with student and maintains written documentation of student behavior.
- Step 2: Teacher documents student behaviors and determines appropriate intervention strategies. Teacher contacts parents; may include the counselor and administration. Teacher maintains written documentation of student behavior.

- Step 3: Teacher refers student to the administration and parents are contacted. This indicates that the student has not responded to step 2 and/or 3 interventions in the classroom. Administration maintains written documentation of student behavior.
 - Referrals will result in a conference with the student/parent and assignment of a consequence determined by the Administration. A review of step 1 and 2 interventions and alternate strategies may be considered by the Administration and the teacher.

Level Two

For severe deviant behavior or repeated violations, the student may be suspended from school for a period of one to five (1-5) days by the Administration or certified designee. See Idaho Code 33-205 or North Star Policy 502.1 for more information

- Continued referrals may result in progression to level three. This may take place by a telephone or school conference.

Level Three

When the student does not respond to interventions, alternative placement or recommendation or expulsion will be considered.

Zero Tolerance

Most students respect each other and the staff at North Star Charter School. However, we believe it is important to call attention to specific behaviors that are not allowed on any school campus. Students in violation of any zero tolerance policy may be expelled and referred to the appropriate authorities. The duration of expulsion may be for the remainder of the school year, or, if occurring in the second semester, the student may be additionally expelled for the first semester of the next school year. Zero tolerance will be in effect while on the property of the school or other structure on school grounds which were, at the time of the violation, being used for an activity sponsored by or through the school, and/or while riding school provided transportation and/or participating in a school sponsored extracurricular or academic activity off school grounds.

Zero tolerance offences include alcohol/controlled substance (including tobacco), arson, explosive devices, weapons, battery, bullying and harassment. Please know that because a specific behavior is not mentioned, it does not mean it is acceptable.

The Board of Directors reviews all expulsions recommended by the school's administration, and will adhere to all state laws and NSCS policy 502.1 regarding expulsion hearings.

Alcohol, Drugs and Tobacco

The Board of Trustees recognized that student use of chemical substances is a serious problem of utmost concern in our society. Drug, alcohol, and tobacco use is detrimental to a state of well-being and undermines the aim of education, which is to enable individuals to develop to their full

potential. The school seeks to ensure the highest standards of learning in the classroom and recognizes that use of chemical substances—including alcohol, tobacco, controlled substances and other substances as defined in the policy—creates educational, economic and legal problems. We support prevention, early intervention, and appropriate referral. Our intent is to identify and document any behavior/appearance that would be considered problematic to the student. The consequences for violation of this policy is set forth in the Student-Parent Handbook (see Appendix Q).

Bullying/Harassment

Bullying/harassment shall be defined as any physical, verbal, cyber, or socially aggressive behavior calculated to intimidate, harm, injure, coerce, ridicule, or threaten. Any staff member observing or suspecting bullying behavior shall intervene. The consequences for violation of this policy is set forth in the Student-Parent Handbook (see Appendix Q).

Notification of Law Enforcement

When a student is suspected of being in violation of federal, state, or local law for possession, use, or distribution of any illegal drug or controlled substance, the local law enforcement agency is to be notified immediately. The principal or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The principal or his/her designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials.

Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws or student handbook rules.

Suicide Prevention

North Star Charter School complies with Idaho Code 33-512 B, Suicidal Tendencies-Duty to Warn and Idaho Administrative Procedures Act (IDAPA). 08.02.03.160. Additionally, NSCS uses the 4-pronged approach recommended in the Idaho Guidelines for Suicide Prevention in Schools:

1. Student Well-Being: There are, of course, many aspects related to the well-being of students. Two of these aspects are of particular importance in preventing suicide as documented by nationally known suicide expert Dr. Thomas Joiner in his book *Why People Die by Suicide*. Dr. Joiner points to failed belongingness and perceived burdensomeness as the two fundamental elements involved in desire for suicide. School personnel can play a key role in increasing student feelings of belongingness and capability/effectiveness (non-burdensomeness). See School-Based Activities
2. Gatekeepers: Gatekeeper trainings include all school personnel (including teachers, nurses, bus drivers, secretaries, volunteers, lunchroom personnel, parent representatives, and anyone who has regular contact with students) and must be completed before the student curriculum is in place. See Guidelines for School Gatekeepers

3. Student Training: Student prevention should be administered in a regular, relevant class setting, such as a health course or teen development class with a curriculum that focuses on warning signs, protective factors, available community mental health services, and a strong message of hope, with the purpose of helping students identify classmates or themselves to prevent suicide.
 - a. Do not present students with curriculum until school personnel, parents, and community mental health providers are on board as gatekeepers and support is available for those presenting with suicide ideation.
 - b. Do not present student suicide prevention training within six to twelve months of a completed suicide, depending on the readiness of the school community. Continue postvention activities. See School Response Guidelines for Suicide and Sudden Death in Appendix O.
4. Screening: It is critical to follow up with students who are identified by the training or coursework as at risk.

Disaster Preparedness

All school staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events which threaten to result in a disaster. The Board of Trustees or designee shall develop and maintain a school crisis plan which details provisions for handling foreseeable emergencies and disasters. It is recommended that this plan be reviewed and updated regularly.

The Principal(s) shall augment the school plan with working site crisis plans and appropriate procedures specific to the school. All students and employees shall receive instruction regarding these plans.

The Board of Trustees or designee shall consult with city and/or county agencies so that school and site plans may provide the best possible way a of handling each situation. These consultations should also consider emergency communications systems between these agencies and the school.

School and site plans shall address, but not be limited to, the following situations:

- Fire in a building
- Fire from an external source, i.e., brush, grass, or forest fires.
- Bomb threats or actual events.
- Natural disasters, i.e., floods, severe weather, or earthquakes.
- Man-made disasters, i.e., riots, accidents involving aircraft, or hazardous materials.
- Threats, attacks, or disturbances from groups or individuals.
- Other threats to students' health and safety, i.e., suicide.

EMPLOYEE: BENEFITS, STATUS, CONTRACTS

Benefits

North Star Charter School will comply with all state and federal laws addressing employment benefits and insurance. At a minimum, all eligible employees will be covered by worker's compensation insurance, will have federal social security withheld along with the employer's matching contributions, will be covered under the Public Employee Retirement System of Idaho (PERSI), and will be offered health insurance. It is the intent of NSCS to offer competitive wages and benefits so that it can recruit and retain talented employees. All employees who currently are members of PERSI will continue their participation. All new employees that are eligible for PERSI will become members of PERSI.

All employees will contribute to the Federal Social Security System. NSCS will make all employer contributions as required by PERSI and Federal Social Security. In addition, the school will also pay for worker's compensation insurance, and any other payroll obligations of an employer as required by Idaho Code 33-1279. NSCS will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217. The Board will provide health insurance and may establish other benefits. The Board will develop a process to ensure that all eligible employees are invited to enroll in one of the School's health insurance plans. The Employee has the right to decline health insurance.

Transfer Rights of Employees

North Star Charter School will be its own Local Education Agency (LEA). No employee transfer rights apply between NSCS and any other school district.

Collective Bargaining

The staff at North Star Charter School shall be considered a separate unit for purposes of collective bargaining.

Written contracts

All teachers and administrators will be on a written contract with North Star Charter School, approved by the Board. All contracts will be in a form approved by the State Superintendent, conditioned upon a valid certification being held by such professional personnel at the time of entering upon the duties.

A copy of all teacher and administrator contracts along with certificates for certified teachers and administrators will be on file in the school office.

Job postings and all other hiring and employment practices will be free of any unlawful discriminatory language or practices.

TAB 7: Admissions, Enrollment, Student Policies

ENROLLMENT

North Star Charter School's current facility is operating at approximately 97% student capacity. The full capacity target for total enrollment is 1020 students. Of that total enrollment, 660 will be at the elementary level (K-6) and 360 will be at the secondary level (7-12). See current enrollment schedule depicting the maximum capacity, number of classes and planned capacity in Appendix D. There is no current plan to significantly change enrollment over the next five years.

ENROLLMENT OPPORTUNITIES

In accordance with IDAPA08.02.02.203.02, North Star Charter School will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information, at least three months in advance of the enrollment deadline established by NSCS each year. The information will be posted in highly visible and prominent locations within the attendance area of the public charter school. In addition, NSCS will ensure that such process includes the dissemination of press release or public service announcements to media outlets such as television, radio, and newspapers that broadcast within, or disseminate printed publications within, the area of attendance of the public charter school. NSCS will ensure that such announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than fourteen days prior to the enrollment deadline each year. Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

ADMISSION PROCEDURES

North Star Charter School will be open to all students on a space-available basis. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out-of-state students will be enrolled.

North Star Charter School will substantially follow the model admission procedure identified by the Idaho State Board of Education in the initial year and for every year thereafter.

North Star Charter School has identified the following admission procedures:

Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend NSCS. In the case of a family with more than one (1) child seeking to attend, a single written request for admission must be submitted on behalf of all siblings whom the parents desire to enroll in NSCS. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of the school is insufficient to enroll all prospective students, then a lottery, as described elsewhere in this charter, shall be utilized to determine which prospective students will be admitted to the public charter school. Only those written requests for admission submitted on behalf of prospective students that are received prior to the established deadline shall be permitted in the lottery. Only written requests for admission shall be considered.

Lottery Process

North Star Charter School will hold a lottery each year unless the initial capacity of NSCS is insufficient to enroll all prospective students. The lottery will be held in a public forum and a neutral 3rd party will conduct the lottery selection. NSCS will determine the students who will be offered admission by conducting a fair and equitable lottery conducted according to IDAPA 08.02.04.203 and Idaho Code 33-5205.

Priority of Preferences for Subsequent Enrollment Periods

The selection hierarchy for admission preferences for enrollment of students shall be as follows:

1. Pupils returning to the public charter school in the second or any subsequent year of operation;
2. Children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the school's capacity;
3. Siblings of pupils already enrolled in the public charter school;
4. Prospective students residing in the attendance area of the school; and
5. All other students.

The names of the persons in highest order on the final selection list shall have the highest priority for admission to NSCS in that grade, and shall be offered admission to NSCS in such grade until all seats for that grade are filled.

Wait List

All student names which were not selected in the lottery will be listed after the selected students in the order established by the lottery. Prospective students not eligible for immediate admission will be placed on a wait list and may be eligible for admission at a later date if a seat becomes available.

All openings during the school year will be filled according to the order of this wait list. If a parent, guardian, or other person receives an offer on behalf of a student and declines admission, or fails to respond to such an offer in a timely manner by the date designated in such offer by the public charter school, then the name of such student will be stricken from the wait list, and the seat that opens in that grade will be made available to the next eligible student on the wait list.

Written requests for admission received after the established enrollment deadline will be added to the bottom of the wait list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application will go to the bottom of the sibling list. Wait lists for a given school year shall not roll over to a subsequent school year.

DENIAL OF ATTENDANCE

In accordance with Idaho Code 33-205, the school's Board of Directors may deny enrollment or may expel or deny attendance to NSCS to any pupil who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the board, is such as to be continuously disruptive of school discipline or the instructional effectiveness of the school, or whose presence in a public school is detrimental to the health and safety of other pupils, or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the board, but such enrollment or readmission shall not prevent the Board from again expelling such pupil for cause.

No pupil shall be expelled nor denied enrollment without the Board of Directors having first given written notice to the parent or guardian of the pupil, which notice shall state the grounds for the proposed expulsion or denial of enrollment and the time and place where such parent or guardian may appear to contest the action of the Board to deny school attendance, and which notice shall also state the rights of the pupil to be represented by counsel, to produce witnesses and submit evidence on his/her own behalf, and to cross-examine any adult witnesses who may appear against him. Within a reasonable period of time following such notification, the Board of Directors shall grant the pupil and his parents or guardian a full and fair hearing on the proposed expulsion or denial of enrollment. However the Board shall allow a reasonable period of time between such notification and the holding of such hearing to allow the pupil and his parents or guardian to prepare their response to the charge. Discipline of students with disabilities shall be in accordance with the requirements of federal law part B of the Individuals with Disabilities Education Act and section 504 of the Rehabilitation Act. Any pupil who is within the age of compulsory attendance, who is expelled or denied enrollment as herein provided, shall come under the purview of the juvenile corrections act, and an authorized representative of the Board shall, within five (5) days, give written notice of the pupil's expulsion to the prosecuting attorney of the county of the pupil's residence.

STUDENT HANDBOOK

In order to ensure that both parents and students understand the expectation for students at North Star Charter School, parents will receive a student/parent handbook at registration.

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See Appendix Q for the Student Handbook.

TAB 8: Business Plan, Transportation, Nutrition

BUSINESS DESCRIPTION

North Star Charter School, Inc. is organized exclusively for educational purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code. Notwithstanding any other provision of the school's Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

MARKETING PLAN

North Star Charter School's Marketing Committee is tasked with the marketing of the school to prospective students and the community. This is accomplished through a variety of tools capable of reaching a wide cross section of the local community, including underserved and at-risk families:

- Direct mailing to primary attendance area households to notify about open house dates or lottery deadlines
- Digital media sources: community events calendars, Facebook
- NSCS website (www.northstar charter.com)
- Brochures and Posters
- Local media coverage of individual student or teacher recognition, or school wide recognition
- Signage
- Events (school tours, IB night, open houses, music programs, sports events)
- News releases and articles

Since NSCS is near capacity, a current point of emphasis has been to target retention of current student population primarily through email marketing to the NSCS stakeholders.

MANAGEMENT PLAN

Please see Tab 5-Governance

FINANCIAL PLAN

Budget

The budget for North Star Charter School is prepared in compliance with Idaho Code Section 33-801 and rules of the State Board of Education; is presented at a public hearing in June of each school year; and will be delivered to the State Department of Education as required on or before July 15th for the subsequent school year. Copies of the budget are provided to any interested parties via the North Star website. Further, the budget is prepared, approved, and filed using the required accounts associated with the Idaho Financial Accounting Reporting Management System (IFARMS).

Financial Management

The accounting records are kept and maintained in accordance with generally accepted accounting principles (GAAP). NSCS will follow the reporting requirements set forth by the Idaho State Department of Education IFARMS.

The Board of Directors is ultimately responsible for financial management. The Board delegates the day to day financial management and day to day accounting of the school to the Finance Department. The Finance Department, in conjunction with the Finance Committee and the Treasurer, completes a monthly review of operating results and presents such results to the Board.

In addition to the annual audit (see Tab 5), a report to the Board is given that includes any material weaknesses in internal controls and/or operating inefficiencies that should be addressed in the coming year.

The school has instituted various segregation of duties to assist in the assurance that there is propriety required to protect the school's books and records, including receipt and deposit of cash, payment of expenditures and reconciliation of accounts and records.

Short-term and Long-term Budgets

Current year budget is in Appendix J.

Three year budget forecast is in Appendix K.

Income Sources

Funding sources will include SDE foundation payments based on support units by grade staff apportionment and benefits based on support units, transportation reimbursement based on current year expenditures and directed program payments in support of specific SDE initiatives. All funds from SDE foundation payments flows first to the School Bond Trustee. The trustee, per a waterfall agreement, takes a portion of the foundation payment for semi-annual interest, principal, reserve requirements and annual bond expenses and fee. The remainder is then wired into the School's operating bank account. Further funding may come from federal grants, private grants, various fund raising events, donations and fees for extra-curricular activities.

Any federal funds for Title I and Title VI-B will be calculated through the prescribed formulae and submitted within required deadlines.

Operating Expenditures

North Star Charter School operates under a purchase order system in compliance with Idaho Code Section 33-601. All expenditure requests are signed off by the appropriate operating personnel and approved by the Finance Department. Pursuant to Idaho Code Section - 67-2302 the school pays all of its operating obligations no later than 60 days after receipt of invoice. All operating expenditures are approved monthly at regularly scheduled Board meetings.

Non-Operating Expenditures

Non-operating expenditures are based on the specific terms set out in the agreement. Non-operating expenditures are generally limited non-recurring expenditures and debt service obligations.

Payroll

North Star Charter School will process its own payroll. The school payroll is a monthly payroll with two pay dates (10th and 25th of the month). Payroll is distributed by check and/or direct deposit, based on employee elections. The school withholds all federal and state withholdings based on W-4 submissions executed by employees. In addition, the school deducts from employee pay contributions to various benefit plan and the Public Employee Retirement System of Idaho (PERSI). All payments to regulatory agencies, based on specific due dates, are made subsequent to the monthly payroll date, the 25th of each month. All employees, under contract, which generally terminate on June 30th of each year, are paid over twelve months beginning in August of each year and completed on July of the following year.

Assets and Working Capital

North Star Charter School will properly maintain its existing and future assets. The school will maintain working capital and other covenant requirements as set forth in lender documents.

Cash Flow

The Finance Department reconciles cash flow monthly to the bank statements and compares the current monthly expenditures to the monthly cash plan approved by the Board, performs a variance analysis and reports to the Board on a monthly basis.

Cash Flow budget for 2014-2015 is in Appendix L.

Debt

North Star Charter School operates under a series of bonds, with varying coupon rates maturity dates over the next thirty years. These bonds are Nonprofit Facilities Revenue Bonds.

TRANSPORTATION

North Star Charter School currently offers transportation to students through a contract with Brown Bus Company. The estimated costs for the current school year are approximately \$390,000. Annually, NSCS looks at alternative bus routing based on the mix of students by grade.

These transportation services are offered to students within our primary attendance area when they live more than one and one-half (1.5) miles from the School facility. In accordance with Idaho Code, students who live less than one and one-half (1.5) miles from the nearest established bus stop must provide their own transportation to such bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and the nearest public road, to the nearest door of the building he/she attends, or to the bus stop, as the case may be. NSCS may transport any student a lesser distance when in its judgment the age, health, or safety of the student warrants.

A day care center, family day care home, or a group day care facility, as defined in Idaho Code section 39-1102, may substitute for the student's residence for student transportation to and from school. NSCS will not transport students between child care facilities and home in accordance to Idaho Code 33-1501.

Students with special needs are provided transportation in accordance with requirements of state and federal law. Transportation of field trips, excursions, and extracurricular activities will be provided by the school through contracted services at the expense of all participating students.

NUTRITION

Currently, NSCS does not provide a school sponsored lunch program. The school has contracted with an outside vendor to offer healthy lunch meals. The school offers this alternative lunch program as a courtesy to students. The school currently does not track free or reduced lunch data.

TAB 9:

Virtual Schools and Online Programs

NOT APPLICABLE TO NORTH STAR CHARTER

TAB 10:

Business Arrangements, Community Involvement, School Closures

BUSINESS ARRANGEMENTS

At the current time, North Star Charter School has established key business arrangements with the following:

- Brown Bus for student transportation services
- Children's Therapy Place for speech therapy services
- G & A Foods as vendor for lunch food
- International Baccalaureate Organization for IB program fees
- Capstone Press Inc. for Myon Reading Program

Appendix I contains a full list of business arrangements. Details of contracts/agreements are available upon request.

TERMINATION/CLOSURE PLAN

North Star Charter School will follow all closure and termination procedures as outlined in the Idaho Public Charter School Commission's Closure Protocol (see Appendix R).

In case of termination, the Chairman of the Board of Directors will be responsible for the dissolution of the School and will cooperate with the Idaho Public Charter School Commission. The Board will follow all state and federal laws regarding the dissolution of a nonprofit corporation and arrange for the liquidation of assets and dispersing of funds to the creditors.

When the Board determines that the school will be terminated, the Chairman will execute the termination. The Chairman will arrange for the sale of assets and will use the proceeds to pay creditors. Within a month after the determination to dissolve the school, the Chairman will contact the parents of past and present students informing them of the process to obtain student school records and/or to which school the records should be forwarded. The School will send written notification to parents of students at their last known address and will email the parents at their last known email. The notification will explain how to request a transfer of student records to a specific school, where to obtain records before dissolution, and where the records will be stored after dissolution. The School will send the records to the school requested by the parents. Parents can either email or send written instructions.

Within two months after the determination to dissolve the school, the Chairman will direct the remaining student records to parents for whom the school has mailing addresses. Any remaining

student records will be stored in a secure location for the legal limit required by an individual or organization to be determined by the Board. The School will maintain a Facebook page or similar page stating who to contact for student records.

The Chairman will direct all personnel records to all former employees of the School. All former employees shall receive their personnel records within one month after the final school year.

The Chairman will arrange for the sale of assets for distribution to creditors pursuant to Idaho Code 30-3-114 and 30-3-115. At least 80% of the proceeds will be used to pay creditors in the following order and categories: Staff salaries, benefits, contracted service providers: payroll, accounting, utilities, transportation, nutrition, special education leases and mortgages.

Once appropriate assets have been used to pay creditors, the School will donate or redistribute the remaining assets to other non-profits, in accordance with and allowable by Idaho State Statute. Any assets bought with federal funds will be delivered to the Idaho Public Charter School Commission and will not be used to pay creditors. All remaining federal funds will be turned over to the Idaho Public Charter School Commission in accordance with Idaho State Statute.

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*Appendices for Charter are available under separate cover.

Appendix C: Pre-opening Requirements
Idaho Public Charter School Commission

**Pre-Opening Requirements for Newly Approved Public
Charter Schools**

Requirement	Description	Submit To	Deadline	Notes
New Charter School Bootcamp	Attend training session with SDE; provide proof of attendance.	PCSC	May 31	The bootcamp will generally be held in March or April. Proof of attendance is due by May 31.
Pre-Opening Dashboard	Complete the dashboard; include in Pre-Opening Update	PCSC	May 31	All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31.
Enrollment Report	Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials.	PCSC	May 31	
Facilities Report	Update the Facility Template; include in Pre-Opening Update materials.	PCSC	May 31	
Updated Pre-Opening Timeline	Update the Pre-Opening Timeline; include in Pre-Opening Update materials.	PCSC	May 31	
School Calendar	Prepare school calendar for SDE; provide copy for PCSC.	SDE, PCSC	May 31	
Charter School Advance Payment Request		SDE	June 1	
Advance Payment Request - Transportation		SDE	June 15	
Consolidated Federal and State Grant Application	If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE.	SDE	June 30	Not applicable for schools not intending to have a Title I
Budget	Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC.	SDE, PCSC	July 15	
Updated 1 st Year Cash Flow	Update the 1 st Year Cash Flow based on the finalized budget.	PCSC	July 15	

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Facilities Confirmation	Update the Facility Template for the school's confirmed facility and submit documentation.	PCSC	July 15	This final facilities update should demonstrate the school's ability to open per its proposed schedule.
Education Directory Updates		SDE	July 30	
School Policies – LEP & GT	Submit updated plans to provide services to Limited English Proficient (LEP / ELL) and Gifted and Talented (GT) students.	SDE, PCSC	July 31	Plans should be detailed and well-tailored to the school and its educational program.
Policy Manual	School should submit a draft policy manual that outlines critical policies and procedures for the board and school operations.	PCSC	July 31	
Special Education Assurances	Details available from the SDE and/or in the Charter School Special Ed Primer	SDE	Before 1 st day of instruction	
Final Board & Staff Roster	A final roster of board and staff with names, titles, and contact information should be submitted.	PCSC	August 31	

In addition to the above requirements, the school must submit applicable information / documents as outlined in the ID State Department of Education's Data

Appendix D: Articles of Inc. and Bylaws

Articles of Incorporation North Star Charter School, Inc.

The undersigned, being a mature person of full age and a citizen of Idaho and the United States, naturally acting as the incorporator of a corporation under the Idaho Nonprofit Corporation Act, adopts the following Articles of Incorporation for such corporation.

Article 1

The name of the corporation is North Star Charter School, Inc.

Article 2

The corporation is organized exclusively for educational purposes within the meaning Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Notwithstanding any other provision of these Articles to the contrary, the corporation shall not carry on any activities not permitted of:

(a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or

(b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Article 3

The principal office of the corporation is located in Ada County, Idaho. The street address of the registered office is: 5713 N. Hill Haven Place, Star, Idaho 83669

The registered agent for the corporation at such address is: Gale L. Pooley.

Article 4

The initial mailing address of the corporation is:

Gale L. Pooley
5713 N. Hill Haven Place
Star, ID 83669

Article 5

The corporation is a nonprofit corporation under the laws of the state of Idaho. The corporation shall have all powers allowed by law including, without limitation, those powers described in Section 30-3-24 of the Idaho Code, as amended and supplemented.

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its officers, trustees, employees, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and

distributions in furtherance of the purposes set forth in Article 2 hereof. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

Article 6

The corporation shall exist perpetually or until dissolved according to law.

Article 7

The corporation shall have no members.

Article 8

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the Bylaws as adopted from time to time by the Board of Directors.

Article 9

The number of directors constituting the Board of Directors of the corporation shall be fixed by the Bylaws, but in no event shall there be less than four (4) nor more than seven (7) directors. The names and addresses of the initial directors are:

Name

Gale L. Pooley
Don Myer
Toby Pafundi
Shanna Liles

Address

5713 N. Hill Haven Place, Star, ID 83669
12600 W. Lanktree Gulch, Star, ID 83669
5791 N. Star Ridge Way, Star, ID 83669
1502 Ellis Avenue, Caldwell, ID 8360

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Article 10

The procedure for appointing and replacing Directors shall be set forth in the Bylaws.

Article 11

These Articles may be amended only upon the unanimous consent of all Directors.

Article 12

The corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

Article 13

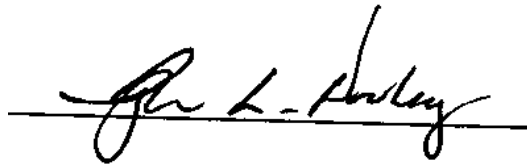
The names and address of the Incorporator is:

Gale L. Pooley
5713 N. Hill Haven Place
Star, ID 83669

Article 14

Upon dissolution of the corporation, assets shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to the Meridian School District's non-profit foundation which is organized and operated exclusively for educational purposes and which has established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board of Directors.

Signature of Incorporator:

A handwritten signature in black ink, appearing to read "Gale L. Pooley", is written over a horizontal line.

Gale L. Pooley

**SECOND AMENDED BYLAWS OF NORTH STAR CHARTER
SCHOOL, INC.
An Idaho Nonprofit Corporation**

Effective as of November 21, 2013

**ARTICLE 1
OFFICES**

Section 1.1 Offices

The Corporation's principal office shall be fixed and located in the County of Ada, State of Idaho as the Board of Directors ("Board") shall determine. The Board is granted full power and authority to change the principal office from one location to another within the County of Ada, State of Idaho.

**ARTICLE 2
PURPOSE**

Section 2.1 Purpose

The Corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future Federal income tax code.

Notwithstanding any other provision of these Bylaws to the contrary, the Corporation shall not carry on any activities not permitted of:

- (a) a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future Federal income tax code, or
- (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future Federal income tax code.

**ARTICLE 3
NO MEMBERS**

Section 3.1 No Members

The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members, shall require only approval of the Board. All rights, which would otherwise by law vest in the members, shall vest in the Board.

Section 3.2 Associates

Nothing in the Article 3 shall be construed to limit the Corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the Corporation shall render anyone a member within the meaning of Section 30-3-34 of the Idaho Nonprofit Corporation Act. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

ARTICLE 4 BOARD OF DIRECTORS

Section 4.1 Board of Directors

The Board shall consist of Directors elected or appointed for a two (2) year term of office as set forth below. The number of Directors constituting the Board of the Corporation shall be not less than five (5) or more than seven (7) Directors. The function of the Board can be described as policy making, advising and evaluating. The Board shall have the further duty of directing the financial means by which the educational program is conducted. They shall also ensure that the community be informed of the needs, purposes, values and status of the charter school.

Section 4.2 Powers of the Board of Directors

The Board, as a board, shall have the full power and duty to manage and oversee the operations of the Corporation's business and to pledge the credit, assets and property of said Corporation when necessary to facilitate the efficient operation thereof. Authority is given to the Charter School Board of Directors by the State of Idaho as provided in the "Public Charter Schools Act of 1998." (Idaho Code § 33-5201).

Section 4.3 Election of Directors

- (a) The term for the Board members shall be staggered to allow for continuity in the management of Corporation business, as follows:
 - a. Seat One: Elected every even year (parent seat)
 - b. Seat Two: Elected every even year (parent or
 - c. Seat Three: community seat) Elected every even year
 - d. Seat Four: Elected every odd year (parent seat) Elected
 - e. Seat Five: every odd year
 - f. Seat six: Elected every odd year
 - g. Seat Seven: Elected every even year
- (b) No more than three (3) Directors may be a parent with one or more children attending the North Star Charter School.

- (c) In order to advance the cooperative spirit set forth in the Charter for the Corporation, the Board shall also allow the elected President of the Parent-Teacher Organization (PTO) to serve with the Board in a non-voting *ex-officio* capacity. This position does not participate in any executive sessions of the Board.
- (d) Directors will be elected to the Board by vote of stakeholders of the Corporation at the Corporation's Annual Meeting. As used herein, "Stakeholders" shall mean the parents and legal guardians of pupils then attending North Star Charter School, the faculty and employees of North Star Charter School, members of the North Star Charter School Parent-Teacher Organization and such other persons and entities as the Board determines to be stakeholders of the Corporation.

Section 4.4 Term

- (a) Directors shall be elected or appointed to a two (2) year term of office.
- (b) Each Director shall serve until the stakeholders at the annual meeting of the Corporation duly elect his/her successor.

Section 4.5 Resignation and Removal

Subject to the provisions of §30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. A Director may be removed without cause by a majority of the Directors then in office.

Section 4.6 Vacancies

- (a) A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.
- (b) The Board may declare vacant the office of any director who has been convicted of a felony, or has been found to have breached any duty arising under §30-3-85 of the Idaho Nonprofit Public Corporation Act or to be of unsound mind, by any court of competent jurisdiction, or has failed to attend four (4) or more meetings of the Board in any calendar year.
- (c) Removal of a Director for one or more of the reasons listed in Section 4.6(b) above may be initiated by any member of the Board or by a majority vote petition of the Stakeholders. The Board shall hold a public meeting within ten (10) school attendance days of receiving such a request or petition. Such meeting shall be conducted with regard for the reasonable

due process rights of all parties and in public, except where either the Board or the Director whose removal is sought requests a closed session. Where a closed session is held, the final action of the Board shall be taken in public.

- (d) A vacancy on the Board may be filled by a majority vote of the remaining Directors, although less than a quorum. Each Director so elected shall hold office until the expiration of their appointed term.
- (e) No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's terms of office.

Section 4.7 Compensation of Directors

Directors shall not receive any compensation for their services; however, the Board may approve the reimbursement of a Director's actual and necessary expenses incurred in the conduct of the Corporation's business. The corporation shall carry liability insurance covering the Corporation's business.

Section 4.8 Employees

The Board shall have the power to hire employees of the Corporation whose duties shall be specified by the Board.

Section 4.9 Voting

Voting by the Board shall be in person, and no proxy voting on the Board may occur.

Section 4.10 Quorum

A quorum consisting of a majority of the then current Directors must be assembled to vote and conduct business.

Section 4.11 Rights of Inspection

Every Director has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation provided such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the Corporation's obligations to maintain the confidentiality of certain books, records and documents under any applicable federal, state or local law.

ARTICLE 5 BOARD MEETINGS

Section 5.1 Place of Meeting

The place of all meetings of the Directors shall be the principal office of the Corporation in the County of Ada, Idaho, or at such other place as shall be determined from time to time by the Board; and the place at which such meetings shall be held shall be stated in

the notice and call of meeting. No change in the place of meeting shall be made within three (3) days before the day on which an election of directors is to be held.

Section 5.2 Annual Meeting

The annual meeting of the Directors of the Corporation for the election of Directors and Officers to succeed those whose terms expire and for the transaction of other business as may properly come before the meeting, shall be held each year on the third Thursday of July, if not a legal holiday, and if a legal holiday, then on the day following, at 7:00 o'clock P.M. If the annual meeting of the Directors be not held as herein prescribed, the election of Directors and Officers may be held at any meeting called thereafter, pursuant to these Bylaws.

Section 5.3 Monthly Meetings

Monthly meetings of the Directors of the Corporation will not be mandatory, but will be scheduled for the third Thursday of the month or at another time and location agreed to by the Board.

Section 5.4 Notice of Meeting

Notice of the time and place of the annual meeting of the Directors or of any monthly meetings of the Directors shall be given by posting the same upon the school bulletin board and at the Joint School District No. 2, Meridian, Idaho Office at least three (3) days, and not more than ten (10) days, prior to the meeting.

**ARTICLE 6
OFFICERS AND DUTIES**

Section 6.1 Officers

The Officers of the Corporation shall be Chairman of the Board, Vice Chairman, Secretary, and Treasurer. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the Chairman of the Board. Officers of the Corporation shall also be Directors of the Corporation. The Officers shall be elected each year at the annual meeting by the Board and serve a one (1) year term.

Section 6.2 Chairman of the Board

The Chairman of the Board is the general manager and chief executive officer of the Corporation and has, subject to the control of the Board, general supervision, direction and control of the business of the Corporation. The Chairman of the Board shall preside at all meetings of the Board and shall be a voting member on all matters subject to a board vote. The Chairman of the Board has the general management powers and duties usually vested in the office of President and General Manager of a corporation as well as such other powers and duties as may be prescribed from time to time by the Board.

Section 6.3 Vice Chairman

In the absence or disability of the Chairman of the Board, the Vice Chairman will perform all the duties of the Chairman of the Board and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the Chairman of the Board. The Vice Chairman shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6.4 Secretary

- (a) The Secretary shall keep or cause to be kept, at the principal office or such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, including the following information for all such meetings: the time and place of holding; whether regular or special; if special, how authorized; the notice thereof given; the names of those present and absent, and the proceedings thereof. The Secretary shall keep, or cause to be kept, at the principal office in the State of Idaho the original or a copy of the Corporations' Articles of Incorporation and Bylaws, as amended to date, and a register showing the names of Directors and their respective addresses.
- (b) The Secretary shall give, or cause to be given, notice of all meetings of the Board and any committees thereof required by these Bylaws or by law to be given, and shall distribute the minutes of meetings of the Board to all its members promptly after the meetings; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the Treasurer; and shall have such other powers and perform such duties as may be prescribed from time to time by the Board.

Section 6.5 Treasurer

- (a) The Treasurer of the Corporation shall keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts and disbursements. The books of account shall at all times be open to inspection by any Board member.
- (b) The Treasurer shall deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the Corporation with such depositories as may be designated from time to time by the Board. The Treasurer shall disburse the funds of the Corporation as may be ordered by the Board, and shall render to the Board, upon request, an account of all transactions as Treasurer and the financial condition of the Corporation. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the board.

Section 6.6 Removal

Any Officer may be removed, either with or without cause, by a majority of the Directors then in office.

Section 6.7 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

**ARTICLE 7
FISCAL AFFAIRS**

Section 7.1 Fiscal Year

The fiscal year of the Corporation shall be from July 1st to June 30th.

**ARTICLE 8
NOTICES**

Section 8.1 Manner of Giving Notice

Whenever provisions of any statute or these Bylaws require notice to be given to any Director, Officer or other individual, they shall not be construed to mean personal notice. Such notice shall be given in writing and placed on the bulletin board of the Corporation in sufficient amount of time prior to the meeting or action to be taken as required by Statute, Articles of Incorporation or these Bylaws; said notice need not be given individually and may be given in one notice document.

Section 8.2 Waiver

A waiver of any notice in writing, signed by a Director or Officer, whether before or after the time stated in said waiver for holding a meeting, or presence at any such meeting, shall be deemed equivalent to a notice required to be given to any Director, or individual.

**ARTICLE 9
DISSOLUTION**

Section 9.1 Dissolution

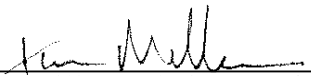
Upon dissolution of the Corporation, assets shall be distributed to creditors pursuant to §30-3-114 and §30-3-115 of the Idaho Code. After paying or adequately providing for the debts and obligations of the Corporation, the remaining assets shall be distributed to one or more nonprofit funds, foundations, or corporations which are organized and operated exclusively for educational purposes and which have established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, or to a state or local government for public purpose as determined by the Board.

**ARTICLE 10
AMENDMENTS**

Section 10.1 Bylaws

New Bylaws may be adopted or these Bylaws may be amended or repealed by a majority vote of the Board. Whenever any amendment or new Bylaws are adopted, copies shall be placed in the Book of Bylaws with the original Bylaws, and immediately after them, and shall not take effect until so copied. If any Bylaws are repealed, the fact of repeal with the date of the meeting at which the repeal was enacted must be stated in the book and until so stated, the repeal must not take effect. Whenever any provision of the Bylaws is either amended or repealed, a marginal note shall be made thereon indicated the place or page where the amendment or repeal may be found.

Approved by a vote of in favor and against at the regular scheduled and noticed meeting held on the 21st day of November, 2013.



Jim Miller – Chairman of the Board

Appendix E: Board Roster

Board Member	Office	Election Year	E-mail	Phone
Bruce Dukelow	Seat 1	Even	michst8@cableone.net	938-8006
Roy Ledesma	Seat 2	Even		286-4261
Bill Russell	Seat 3	Even	wjrussell@nnu.edu	939-9604
Dan Hullinger	Seat 4	Odd	dan.hullinger@yahoo.com	869-5756
James Miller	Seat 5	Odd	millerjc@cableone.net	863-6801
Chris Tiel	Seat 6	Odd	bugleme3@cableone.net	453-2050
<i>Vacant</i>	Seat 7	Even		

Appendix F: School Performance Framework

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: North Star Charter School Year Opened: 2003

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on [date] and is intended for use with non- alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is

possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

Indicator 1: State and Federal Accountability			
		Result (Stars)	Points Possible
Measure 1a	Is the school meeting acceptable standards according to existing state grading or rating systems?		
Overall Star Rating		5	25
	Exceeds Standard: School received five stars on the Star Rating System	4	20
	Meets Standard: School received three or four stars on the Star Rating System	3	15
	Does Not Meet Standard: School received two stars on the Star Rating System	2	0
	Falls Far Below Standard: School received one star on the Star Rating System	1	0
			0.00
Notes			

Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems?	Result	Points Possible	Points Earned
	Exceeds Standard: School was identified as a "Reward" school.	Reward	25	
	Meets Standard: School does not have a designation.	None	15	
	Does Not Meet Standard: School was identified as a "Focus" school.	Focus	0	
	Falls Far Below Standard: School was identified as a "Priority" school.	Priority	0	
				0.00
Notes				

Indicator 2: Student Academic Proficiency							
Measure 2a	Are students achieving reading proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
ISAT / SBA % Proficiency							
Reading	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	<u>0.00</u>
Notes							0.00

Measure 2b ISAT / SBA % Proficiency	Are students achieving math proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Math	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
							0.00

Measure 2c ISAT / SBA % Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
							0.00

Notes

INDICATOR 3: STUDENT ACADEMIC GROWTH

Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00

Notes

Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00

Notes

Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
							0.00

Notes

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 nd percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0.00
							0.00

Notes

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 nd percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0.00
							0.00

Notes

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?						
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 nd percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0.00
							0.00

Notes

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?						
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0.00
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0.00
	Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0.00
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0.00
							0.00

Notes

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible			Points Earned	
Coursework	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes						0.00	
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible			Points Earned	
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness						
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes						0.00	
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible			Points Earned	
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college						
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes						0.00	
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0.00
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0.00
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-26	13	71-80	10	0.00
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0.00

benchmark on an entrance or placement exam.

5

50

readiness benchmark on an entrance or placement exam.

5

50

Notes

0.00

October 9, 2014

NORTH STAR CHARTER SCHOOL --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS

Measure 1	Is the school ***?	Result	Weight	Score
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Exceeds Standard:

Meets Standard:

Does Not Meet Standard:

Falls Far Below Standard:

Notes

North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2017. NSCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. NSCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2017, Mission-Specific measures must be included in the renewal Certificate at that time. NSCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible	Points Earned
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.		25	
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				0.00
Notes				
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
				0.00
Notes				
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
	<p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			15	
			0	
				0.00
Notes				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?	Result	Points Possible	Points Earned
	<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>		25	
			0	
				0.00
Notes				

GOVERNANCE AND REPORTING				
Measure 3a Governance Requirements	ents	Is the school complying with governance requirements?	Result	Points Possible
		Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		25
		Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15
		Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0
				0.00
Notes				
Measure 3b Reporting Requirements	ts	Is the school complying with reporting requirements?	Result	Points Possible
		Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to:		25
		Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance		15
		regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0
				0.00
Notes				
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights		Is the school protecting the rights of all students?	Result	Points Possible
		Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.		25
		Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15
		Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0
				0.00
Notes				

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NORTH STAR CHARTER SCHOOL --- OPERATIONAL FRAMEWORK

Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				<u>0.00</u>
Notes				

Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				<u>0.00</u>
Notes				

Measure 4d Background Checks	Is the school completing required background checks?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				<u>0.00</u>
Notes				

INDICATOR 5: SCHOOL ENVIRONMENT				
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?	Result	Points Possible	Points Earned
			25	
			15	
			0	
				0.00
Notes				
Measure 5b Health and Safety	Is the school complying with health and safety requirements?	Result	Points Possible	Points Earned
			25	
			15	
			0	
				0.00
Notes				
Measure 5c Information	Is the school handling information appropriately?	Result	Points Possible	Points Earned
			25	
			15	
			0	
				0.00
Notes				

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ADDITIONAL OBLIGATIONS				
Measure 6a		Result	Points Possible	Points Earned
Additional	Is the school complying with all other obligations?			
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<hr/> 0.00

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INDICATOR 1: NEAR-TERM MEASURES				
				25
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible	Points Earned
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>		50	
	Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
				0.00
Notes				
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible	Points Earned
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>		50	
	Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
	Falls Far Below Standard: Fewer than 15 Days Cash.		0	
				0.00
Notes				
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible	Points Earned
	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.		50	
	Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.		30	
	Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		0	
				0.00
Notes				
Measure 1d Default	Default	Result	Points Possible	Points Earned
	Meets Standard: School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.		50	
	Does Not Meet Standard: Not applicable			
	Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0	
				0.00
Notes				

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INDICATOR 2: SUSTAINABILITY MEASURES				
Measure 2a Total Margin and Aggre 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	Result	Points Possible	Points Earned
	Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>		50	
	Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.		0	
				0.00
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	Points Earned
	Meets Standard: Debt to Asset Ratio is less than 0.9		50	
	Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
Notes				0.00
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	0	Points Earned
	Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>		50	
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		0	
	Notes			
Measure 2d Debt Service CoverageRatio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		50	
	Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	
	Falls Far Below Standard: Not Applicable			
Notes				0.00

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	3%	0.00	25	2%	0.00
	1b	25	3%	0.00	25	2%	0.00
Proficiency	2a	75	8%	0.00	75	7%	0.00
	2b	75	8%	0.00	75	7%	0.00
	2c	75	8%	0.00	75	7%	0.00
Growth	3a	100	11%	0.00	100	10%	0.00
	3b	100	11%	0.00	100	10%	0.00
	3c	100	11%	0.00	100	10%	0.00
	3d	75	8%	0.00	75	7%	0.00
	3e	75	8%	0.00	75	7%	0.00
	3f	75	8%	0.00	75	7%	0.00
	3g	100	11%	0.00	100	10%	0.00
College & Career Readiness	4a				50	5%	0.00
	4b1 / 4b2				50	5%	0.00
	4c				50	5%	0.00
Total Possible Academic Points		900	100%		1050		
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				0.00			0.00
% of Possible Academic Points for This School				0.00%			0.00%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
North Star Charter School (NSCS) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2019. NSCS acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. NSCS further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2017, Mission-Specific measures must be included in the renewal Certificate at that time. NSCS has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.							
Total Possible Mission-Specific Points		0	0%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				0.00%			#DIV/0!
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC		900			1050		
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC				0.00%			0.00%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	0.00
	1b	25	6%	0.00
	1c	25	6%	0.00
	1d	25	6%	0.00
Financial Management & Oversight	2a	25	6%	0.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	0.00
	3b	25	6%	0.00
Students & Employees	4a	25	6%	0.00
	4b	25	6%	0.00
	4c	25	6%	0.00
	4d	25	6%	0.00
School Environment	5a	25	6%	0.00
	5b	25	6%	0.00
	5c	25	6%	0.00
Additional Obligations	6a	25	6%	0.00
TOTAL OPERATIONAL POINTS		400	100%	0.00
% OF POSSIBLE OPERATIONAL				0.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	0.00
	1b	50	13%	0.00
	1c	50	13%	0.00
	1d	50	13%	0.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	0.00
	2c	50	13%	0.00
	2d	50	13%	0.00
TOTAL FINANCIAL POINTS		400	100%	0.00
% OF POSSIBLE FINANCIAL POINTS				0.00%

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

Appendix G: Authorizer Policies

Section I: (Reserved for General Governing Policies & Procedures)

Section II: Oversight Policies and Procedures (Adopted June 13, 2013)

A. Submission of Meeting Materials

1. Regular Meeting Materials Deadline: Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than thirty (30) days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
2. Fiscal Materials Deadline: Updated materials related to fiscal information specifically requested by PCSC staff must be received by the PCSC office no later than 8:00 a.m. three (3) business days prior to a regular meeting date. This provision notwithstanding, fiscal information must also be provided in accordance with the 30-day deadline.
3. Special Meeting Materials Deadline: Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 48 hours prior to the meeting time. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
4. Meeting Materials Format: Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Word or Adobe PDF. Materials submitted in hard copy or as more than ten (10) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.
5. Additional Materials and Handouts: No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.
6. Audio/Visual Presentations: Audio/visual presentation files must be submitted one (1) week prior to a regular meeting or 48 hours prior to a special meeting. Such files must be submitted to the PCSC office via electronic mail, web-based file-sharing services, or portable data storage device, and will be made available to presenters at the meeting site using PCSC computer and projection equipment.

B. New Charter Petitions

1. Petition Consideration Timeline

- a. The PCSC shall consider new charter school petitions on a timeline in compliance with I.C. § 33-5205.
- b. New charter petitions shall be considered only at regularly scheduled PCSC meetings.

c. The PCSC shall hold an initial hearing to consider the merits of the petition held within 75 days after a petition is “considered received” as defined in IDAPA 08.03.01.300.04.

2. Standards for Petition Approval

a. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.

b. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.2.a of this policy.

c. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

d. The PCSC may approve a new charter petition contingent upon minor, specific revisions that the petitioners are directed to make to PCSC staff’s satisfaction. The PCSC’s written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC’s contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC’s next regularly scheduled meeting.

3. Petition Evaluation Process

a. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) files, one comprising the body of the petition and the other the combined appendices. The body of the petition must be submitted in Microsoft Word format.

b. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.

c. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section II.A.1 of this policy.

i. Revised petitions shall show all changes in legislative format (see The Idaho Rule Writer’s Manual, section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The “show changes” feature in Word shall not be considered an acceptable substitute for legislative format.

ii. Revised petitions shall clearly show the submission date of the revision on the title page.

iii. Petition revisions shall be submitted in accordance with Section II.B.3.a of this policy. The entire petition, including appendices, must be submitted with each revision.

iv. Petition revisions submitted out of compliance with this section shall be returned to the petitioners without further review.

v. Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.

vi. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.

d. The most recent, complete petition revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the meeting materials submission deadline will be the version provided to the PCSC.

e. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.

f. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the petition is excluded from this provision.

g. If, at the initial hearing, a decision regarding a petition is delayed, one (1) revision will be accepted by PCSC staff prior to the second PCSC hearing. If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.

C. Proposed Charter or Performance Certificate Amendments

1. Proposed Charter or Performance Certificate Amendment Consideration Timeline

a. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.

i. Proposed amendments, other than those deemed appropriate for administrative approval per item (c.) of this section, must be submitted according to the meeting materials deadlines outlined II.A.

b. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.

c. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

2. Standards for Charter Amendment Approval

a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.

i. In order to receive a staff recommendation for approval, a proposed charter amendment must score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER).

The PER will be available to charter holders in advance of amendment submission.

ii. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the proposed charter amendment, but such indicators shall not overrule Section

ii.C.2.b.i of this policy.

b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

3. Proposed Charter or Performance Certificate Amendment Process

a. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.

b. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.

c. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. The charter or excerpt(s) thereof must be submitted in Microsoft Word format.

d. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show changes" feature shall not be considered an acceptable substitute for legislative format.

e. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.

f. The most recent, complete revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be the version provided to the PCSC.

g. The revision provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of that revision. The charter holder will also be provided with the updated PER or evaluation document results.

h. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.

4. PCSC Decisions Regarding Proposed Charter or Performance Certificate Amendments

a. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.

Appendix H: Enrollment Policy

ENROLLMENT OPPORTUNITIES

In accordance with IDAPA08.02.02.203.02, North Star Charter School will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information, at least three months in advance of the enrollment deadline established by NSCS each year. The information will be posted in highly visible and prominent locations within the attendance area of the public charter school. In addition, NSCS will ensure that such process includes the dissemination of press release or public service announcements to media outlets such as television, radio, and newspapers that broadcast within, or disseminate printed publications within, the area of attendance of the public charter school. NSCS will ensure that such announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than fourteen days prior to the enrollment deadline each year. Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race, color, national or ethnic origin, religion, gender, social or economic status, or special needs.

ADMISSION PROCEDURES

North Star Charter School will be open to all students on a space-available basis. No student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out- of-state students will be enrolled.

North Star Charter School will substantially follow the model admission procedure identified by the Idaho State Board of Education in the initial year and for every year thereafter.

North Star Charter School has identified the following admission procedures:

Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend NSCS. In the case of a family with more than one (1) child seeking to attend, a single written request for admission must be submitted on behalf of all siblings whom the parents desire to enroll in NSCS. The written request for admission shall contain the name, grade level, address, and telephone number of each prospective student in a family. If the initial capacity of the school is insufficient to enroll all prospective students, then a lottery, as described elsewhere in this charter, shall be utilized to determine which prospective students will be admitted to the public charter school. Only those written requests for admission submitted on behalf of prospective students that are received prior to the established deadline shall be permitted in the lottery. Only written requests for admission shall be considered.

Lottery Process

North Star Charter School will hold a lottery each year unless the initial capacity of NSCS is insufficient to enroll all prospective students. The lottery will be held in a public forum and a neutral 3rd party will conduct the lottery selection. NSCS will determine the students who will be offered

admission by conducting a fair and equitable lottery conducted according to IDAPA 08.02.04.203 and Idaho Code §33-5205.

Priority of Preferences for Subsequent Enrollment Periods

The selection hierarchy for admission preferences for enrollment of students shall be as follows:

6. Pupils returning to the public charter school in the second or any subsequent year of operation;
7. Children of founders and full-time employees, provided that this admission preference shall be limited to not more than ten percent (10%) of the school's capacity;
8. Siblings of pupils already enrolled in the public charter school;
9. Prospective students residing in the attendance area of the school; and
10. All other students.

The names of the persons in highest order on the final selection list shall have the highest priority for admission to NSCS in that grade, and shall be offered admission to NSCS in such grade until all seats for that grade are filled.

Wait List

All student names which were not selected in the lottery will be listed after the selected students in the order established by the lottery. Prospective students not eligible for immediate admission will be placed on a wait list and may be eligible for admission at a later date if a seat becomes available.

All openings during the school year will be filled according to the order of this wait list. If a parent, guardian, or other person receives an offer on behalf of a student and declines admission, or fails to respond to such an offer in a timely manner by the date designated in such offer by the public charter school, then the name of such student will be stricken from the wait list, and the seat that opens in that grade will be made available to the next eligible student on the wait list.

Written requests for admission received after the established enrollment deadline will be added to the bottom of the wait list for the appropriate grade. If there is an opening in one grade, a sibling, if any, from a late submitted application will go to the bottom of the sibling list. Wait lists for a given school year shall not roll over to a subsequent school year.

Appendix I: Closure Protocol

School Closure Protocol

Background

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

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

Accountability in Action: A Comprehensive Guide to Charter School Closure. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).

Colorado Charter School Institute Closure Project Plan (2010).

Charter Renewal. Charter Schools Institute, The State University of New York (SUNY).

Pre-Opening Checklist and Closing Checklist. Office of Education Innovation, Office of the Mayor, City of Indianapolis.

2010-2011 Charter Renewal Guidelines. District of Columbia Public Charter School Board.

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

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

Introduction

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

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

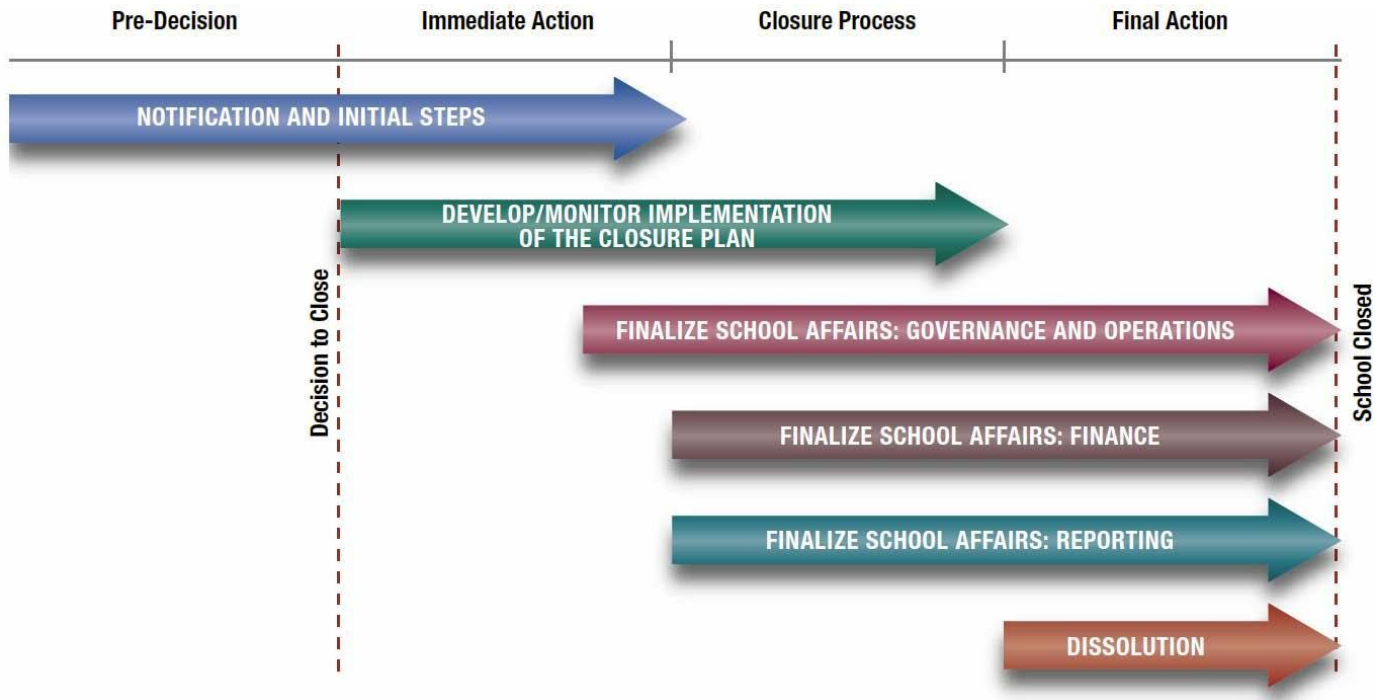
Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes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

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

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

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

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Meet with PCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator and a representative of the school's board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to: <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
Notify Parents / Guardians of Potential Closure <ol style="list-style-type: none"> 1. Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
Notify School Districts Materially Impacted <ol style="list-style-type: none"> 1. Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to: <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
Review and Report on Finances <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

<p>Send Additional and Final Notifications</p> <ol style="list-style-type: none"> 1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final. 2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> • The last day of instruction. • Any end-of-the-year activities that are planned to make the transition easier for parents and students. • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families. • Basic information about the process for access and transfer of student and personnel records. 	<p>School, PCSC</p>			
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Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Establish Transition Team, Develop Closure Plan, and Assign Roles <ol style="list-style-type: none"> Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> A member of the PCSC staff A member of the SDE staff Charter school board chair Lead administrator from the charter school Lead finance person from the charter school Additional members as deemed appropriate Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information. 	School, PCSC, SDE			
Establish a Schedule for Meetings and Interim Status Reports <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> Reassignment of students and transfer of student records. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. Notification to entities doing business with the school. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. Sale, dissolution, or return of assets. Submission of all required reports and data to the authorizer and/or state. 	School			
Submit Final Closure Report <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until The disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including business services will end.	School			
Notify Contractors and Terminate Contracts <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
Notify Employees and Benefit Providers <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain and Organize Records <ol style="list-style-type: none"> Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. Determine where records will be stored after dissolution. 	School			
Transfer Student Records and Testing Material <ol style="list-style-type: none"> Ensure that all student records are organized and complete Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. Document the transfer of records to include: <ul style="list-style-type: none"> Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
Inventory Assets and Prepare Federal Items for Pick-up <ol style="list-style-type: none"> Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (ie. ID Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be 				

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- at least 2 days prior to the scheduled move day.
- ☐ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.
- School,
PCSC
-

Finalize School Affairs: Finance

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

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Dissolve the Charter School (I.C. § 30-3-110) <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
Notify the Secretary of State (I.C. § 30-3-112) <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
Notify Known Claimants (I.C. § 30-3-114) Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.	School			
End Corporate Existence (I.C. § 30-3-113) A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including: <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.	School			

SUBJECT

Coeur d'Alene Charter Academy Transfer Petition (First Hearing)

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5205

I.C. §33-5205A

BACKGROUND

Coeur d'Alene Charter Academy (CCA) is an existing public charter school authorized by Coeur d'Alene School District #271. CCA has operated in Coeur d'Alene since 1999 and serves approximately 725 students in grades six through twelve.

CCA submitted its transfer petition to the PCSC for review on May 13, 2014. After an initial review by PCSC staff, the school communicated that it would not have adequate time to make revisions for a first hearing on August 12, 2014. As a result, the school and PCSC mutually agreed to delay the first hearing until the PCSC's regular October meeting.

DISCUSSION

CCA provides a rigorous, college-preparatory educational program for middle and high school students. Currently authorized by the board of school district #271, CCA has been asked by the district to pursue a transfer of authorization. In the absence of a willing university authorizer, CCA is proposing a transfer to the PCSC. These circumstances offer opportunity and challenge for both CCA and the PCSC.

CCA is accustomed to a "hands-off" authorizing style, and PCSC staff's conversations with school leadership indicate that the school would prefer to remain in a less intensive oversight environment than that maintained by the PCSC. Up to this point, the transfer process has indicated hesitancy on the part of the school to take advantage of the available assistance and provide timely, complete responses to staff reviews. PCSC and school leadership have discussed this potential point of contention at length, and the school's administrator has indicated understanding that the PCSC's policies and procedures are based on national best practice and will remain applicable to all PCSC-authorized schools. Both parties have expressed willingness to engage in a respectful and supportive authorizer-school relationship.

CCA has a history of very strong academic performance, as demonstrated by the school's Star Rating of 5 out of 5 for both the [2011-2012](#) and [2012-2013](#) school years. The school's results for both of these years show strong student growth and excellent proficiency in all content areas, and the school has received national recognition for its academic success.

It should be noted, however, that early versions of the transfer petition establish that CCA has historically applied enrollment preferences, procedures, and requirements that are non-compliant with statute and may have resulted in an enrollment bias favoring high academic achievers. Going forward, should the PCSC approve CCA's transfer petition, it will be critical to ensure that both the school and its community understand that all charter schools are public schools that any student is permitted to attend, regardless of academic prowess.

CCA is in the process of revising the transfer petition to meet PCSC standards as established in the Petition Evaluation Rubric (PER). At this time, most elements of the petition score a 2 or higher (Meets or Exceeds Standards) as required by PCSC policy prior to approval. However, several important sections require additional revision in order to be statutorily compliant, meet PCSC standards, and provide the PCSC with the necessary information to make an informed decision.

Additionally, CCA is still working to provide fiscal information including budgets, assumptions, and cash flow projections using PCSC templates. In the absence of these documents, PCSC staff has not had an opportunity to analyze the school's financial status.

IMPACT

If the PCSC approves CCA's transfer authorization request, CCA will immediately begin operating under the transferred charter and PCSC performance certificate.

If CCA, Joint District #271, and the PCSC fail to reach an agreement regarding the transfer of the petition, the matter may be appealed to the State Board of Education.

The PCSC may elect to delay a decision on the transfer petition by presenting CCA with a written response identifying the specific deficiencies in the transfer petition. The petitioners would be given 30 days to revise the transfer petition, and the PCSC would have 45 days after receipt of the revision to hold a second hearing. Pursuant to I.C. §33-5205(2)(c), the PCSC must make its approval or denial decision "based upon whether the petitioners have adequately addressed the specific deficiencies identified in the authorized chartering entity's written response, or based upon any other changes made to the petition, and upon no other criteria."

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC delay the decision regarding the CCA transfer and provide CCA with a written response identifying the specific deficiencies in the transfer petition, thus allowing time for further revisions

and provision of documentation in accordance with PCSC and staff guidance.

Staff further recommends that the PCSC consider whether it is confident that the CCA board understands, and is willing to comply with, PCSC requirements over the long term.

COMMISSION ACTION

A motion to approve the petition for authorization transfer presented by Coeur d'Alene Charter Academy as presented, including the school's amended charter and draft performance certificate.

OR

A motion to deny the petition for authorization transfer presented by Coeur d'Alene Charter Academy based on the following ground(s)

_____.

OR

A motion to delay the decision and direct staff to issue to Coeur d'Alene Charter Academy a written response identifying the specific deficiencies in the petition, including:

- Items already identified on the Petition Evaluation Rubric included in these meeting materials and
- The following item(s): _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PUBLIC CHARTER SCHOOL COMMISSION - PETITION EVALUATION RUBRIC
ADOPTED ON FEBRUARY 13, 2014

Name of school: Coeur d'Alene Charter Academy

Previous name: _____

File Number: 2014-02 T

Date petition originally submitted to PCSC office: 5-13-2014

Date "considered received": 6-17-14

Date of this revision's submission: 9-9-2014

Date of this review: 10-2-2014

Date(s) of previous review(s) of this petition: 6-11-2014

Means by which petition came to PCSC:

☐ Virtual School

☐ Referred by School District: _____

(Reason: _____)

☐ Filed by petitioner after withdrawal from school district: _____

☒ Transfer of district-authorized charter school: School currently authorized by Coeur d'Alene School District

☐ SBOE redirected petition for consideration by PCSC

Using the Public Charter School Petition Evaluation Rubric

This rubric provides the Public Charter School Commission with a means of evaluating the quality of the application and communicating its findings to petitioning groups. Quality indicators are provided for each petition component. All components listed in the rubric are required by the PCSC. A petition that sufficiently addresses an indicator will score either a "2" or a "3" for that indicator. Only petitions that score a "2" or above on ALL indicators for ALL components will be eligible for approval.

Current placement on the rubric is represented by yellow highlighting. Additional guidance may be found in the Comments column, as well as the General Comments below each section.

Please see PCSC Policy Section II.B for requirements related to the submission of petitions and petition and revisions.

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ALL ITEMS ARE HYPERLINKED - IN WORD, CONTROL+CLICK TO ACTIVATE

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GENERAL QUALITY INDICATORS

GENERAL COMMENTS ON PETITION

Cover Page and Table of Contents					
The cover page must include the information listed in IDAPA 08.03.01.401.01. The Table of Contents shall begin on page 2 of the petition pursuant to IDAPA 08.03.01.401.02.					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Cover Page	Cover page does not contain all required elements.		Cover page contains all required elements: 1) the name of the school 2) the year the school is petitioning to open in 3) the name of school districts affected by your attendance area 4) the location of the school (or the main office for virtual schools) 5) the name, address, phone number, and e-mail address of an authorized representative of the school	Cover page contains all required elements, is professionally formatted, and clearly reflects the submission date of the current version.	
Table of Contents	Table of contents is poorly organized, incomplete, or inaccurate.	Table of contents contains few, minor errors.	Table of contents is well-organized, with accurate page numbers and hyperlinks to each tab.		

[RETURN TO TABLE OF CONTENTS](#)

General Comments regarding Cover Page and Table of Contents:

Tab 1					
See IDAPA 08.03.01.401.03					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Executive Summary	Executive summary is not included.	Executive summary provides an incomplete or unappealing case for the school.	Executive summary succinctly introduces: school concept; community need and interest; motivation and collective qualification of petitioning group; and how success of the school will be defined.		

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Vision and Mission Statements	Vision statement is not provided.	Vision statement does not express a clear, focused, and compelling purpose for the school.	Vision statement expresses a clear, focused, compelling, and measurable purpose for the school.	Vision statement clearly translates into achievable goals, selected curriculum, operational methods, and school culture.	
	Mission statement is not provided.	Mission statement does not focus on educational outcomes or is unlikely to result in increased student achievement.	Mission statement focuses on high-quality educational outcomes as is likely to result in increased student achievement.	Research is cited to support the outcomes and expectations identified in the mission statement.	

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General Comments regarding Tab 1:

See IDAPA 08.03.01.401.04					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Proposed Operations	Proposed operations are not addressed or are noncompliant.	Proposed operations are addressed in insufficient details.	Proposed operations are summarized, including: legal status, location, enrollment, student demographics, organizational structure, and educational method.	Proposed operations section identifies where in the petition items are addressed in additional detail.	
Potential Effects	Potential effects are not addressed.	Potential effects are addressed in insufficient detail.	Potential effects address the impact of the proposed school on local and neighboring school districts, as well as the community. Demographic and fiscal impact information is included with source material referenced.	Comments from affected districts are included by reference to the appendix.	
Target Market	Primary attendance area is not addressed.	Primary attendance area is insufficiently clear or appears inappropriate for the school's targeted mission, enrollment, or demographic.	Primary attendance area is clearly described and appears appropriate.	Map of attendance area is included as an appendix and boundaries are clearly explained. Documentation demonstrates that the attendance area is appropriate.	

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	Level of market interest in the school is not addressed.	Level of market interest in the school is insufficient or insufficiently demonstrated.	Petition sufficiently demonstrates and documents interest in and demand for the school.	Aggregate demographic data regarding families interested in enrollment is included by reference to the appendix.	Not applicable.
Facilities Summary	Petition does not include a facilities summary or references to appropriate appendices with facilities options details.	Petition includes a facilities summary and appropriate references to appendices, but summary is vague or incomplete.	Petition includes a facilities summary and appropriate references to appendices with details. Facilities summary includes basic information about the three facility options and a reference to the facility details included in the appendices (using the PCSC Facility Options Template).	Petition includes a facilities summary and appropriate references to appendices. Facilities summary includes clear, concise information about the facility options including location and total projected cost, and a plan for how alternative spaces will be identified if any of proposed options become unfeasible.	
Admin Services	Administrative services are not clearly defined.	Administrative services plans are weak or unrealistic.	Administrative services are clearly addressed and appropriate for school size.	Organization chart is provided to illustrate administrative structure.	
Civil Liability	Potential civil liability effects are not addressed.	Potential civil liability effects require additional clarification or explanation.	Potential civil liability effects on the school, authorizer, and local district(s) are clearly addressed and in compliance with statute.		
Insurance	A list of the types of insurance to be obtained is not provided.	The petition lists the types of insurance that will be provided, but omits one or more required policies.	The petition lists all the types of insurance that must be provided.	The petition commits to obtaining Errors and Omissions insurance, which is recommended but not required.	

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General Comments regarding Tab 2:

Tab 3					
See IDAPA 08.03.01.401.05					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Educational	Description of “educated person” is not included.	Description of “educated person” does not clearly relate to school’s vision, mission, and/or instructional model.	Description of “educated person” clearly relates to school’s vision, mission, and instructional model.	Description of “educated person” is supported by research.	

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	Explanation of “how learning best occurs” is not included.	Explanation of “how learning best occurs” does not clearly relate to the school’s vision, mission, and/or instructional model.	Explanation of “how learning best occurs” clearly relates to the school’s vision, mission, and instructional model.	Explanation of “how learning best occurs” is supported by research.	
Educational Program	It is unclear how the educational program relates to the vision and mission.	The description of the educational program attempts to address its relationship to the vision and mission, but additional development is required.	The description of the educational program directly relates to and supports the vision and mission.		
	Educational program fails to offer a choice currently unavailable or insufficiently accessible in the community.		Educational program offers a choice currently unavailable or insufficiently accessible in the community.		Not applicable.
	Description of educational program does not include an explanation of the instructional practices and/or curriculum.	Description of educational program does not provide a clear picture of the school’s plan.	Description of educational program includes instructional practices and curriculum, and illustrates for non-educators how the school will address academics.	Description of educational program is detailed and includes explanations and examples of the instructional practices and types of curriculum to be used.	
	Educational program does not appear to be developed around research-based elements.	Educational program is indicated to be developed around research-based elements, but specifics are not provided.	Educational program is developed around research-based elements and references are provided.	Research-based educational program / elements of program have a record of success in other schools, which will directly assist implementation at the proposed new school.	

	The petition does not address Common Core and/or the Idaho State Standards.	The petition reflects incomplete understanding of Common Core and/or the Idaho State Standards. The petition fails to address how the school will ensure its educational program will align with Common Core and the Idaho State Standards or, if the school is choosing not to align to some or all of the standards, fails to provide clear, detailed plans regarding how the school will adequately prepare students for standardized testing.	The petition reflects a strong understanding of Common Core and the Idaho State Standards. The petition addresses the means by which the educational program will align with Common Core and the Idaho State Standards or, if the school is choosing not to align to some or all of the standards, provides clear, detailed plans regarding how the school will adequately prepare students for standardized testing.	The petition includes a specific plan and timeline for ensuring alignment of the educational program with Common Core and the Idaho State Standards.	Because Common Core is new to Idaho, it is important to address the strategies your school will use to implement it. Briefly, what is your plan for ensuring that your educational program is reviewed – and modified if necessary – in order to meet Common Core standards? If you have already completed the review/modification process, a statement to that effect would be appropriate.
	Curriculum framework is not provided.	Curriculum framework is addressed, but incomplete or poorly aligned with mission and goals.	Curriculum framework is clear and aligned with mission and goals.		
	Graduation requirements are not adequately addressed.		If proposed school will offer high school grades, petition states that the school's graduation requirements will align with those of the state.		
	Goals of the educational program are not included.	Goals are poorly stated, too vague or not demonstrative of logical outcomes for the educational program.	Goals convey the overarching outcomes of the educational program and reflect high standards for the target population. Goals can be logically connected to the school's mission and the MSES stated in Tab 4.	Goals are clearly tied to reliable research and data.	
	Methods for addressing educational thoroughness standards are not included.	Educational thoroughness standards are addressed, but the means by which they will be fulfilled is unclear or insufficient.	Explanation of the means by which all educational thoroughness standards will be fulfilled includes specific strategies.		IDAPA 08.03.01.05.b requires a description of how the school fulfills each of the Thoroughness Standards. You have partially addressed this in your narrative under "How Learning Best Occurs,"

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	Methods for addressing educational thoroughness standards do not reflect mission and goals.	Methods for addressing educational thoroughness standards inadequately reflect mission and goals.	Methods for addressing educational thoroughness standards clearly reflect mission and goals.		though that is typically a separate section. (For an example, you are welcome to look at another petition here: Syringa Mountain School in the August 15, 2013.) Your descriptions of how the school fulfills each of the thoroughness standards needn't be lengthy, but they should mention specific strategies used by the school to achieve each standard.
Special Education Services	A special education plan is not included, is incomplete, or has not been deemed compliant by the SDE during the Sufficiency Review process.		The petition includes a complete plan for identifying and serving special needs students that has been deemed compliant by the SDE in the Sufficiency Review process.		Given that the Academy typically requires students to re-take coursework in which they have previously fallen short of the school's high standards, it would be helpful (though not required) for you to include an explanation of how that requirement is applied/waived in the case of certain special needs students. For example, if a student's profound intellectual disability prevents achievement of the usual standard, will modifications to the standard be outlined in the IEP?
	Staffing allocations for special education are not addressed.	Staffing allocations for special education appear insufficient.	Staffing allocations for special education appear adequate. Plans consider contracting for particular services if necessary.		Not applicable, as long as the school is providing all services required by law.

Dual Enrollment	Plan for working with parents of dually enrolled students is not included, or plan is non-compliant.	Plan for working with parents is incomplete or reflects inadequate understanding of statute and district policies.	Plan addresses how school will inform parents of dual enrollment opportunities and will communicate with all relevant parties. Understanding of statute and district policies is evident.	Petition addresses whether or not non-charter students will be permitted to dually enroll at the public charter school.	
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General Comments regarding Tab 3:

Tab 4					
See IDAPA 08.03.01.401.06					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Measurable Student Educational Standards	The MSES do not appear to reflect the school's mission, vision or previously stated educational program goals.		The MSES reflect the school's mission, vision, and previously stated educational program goals.		Please note that the MSES in the transfer petition presently represent significant overlap with measures already contained in the academic section of the performance framework. This is not an issue that needs to be addressed immediately, since the Academy is opting out of mission-specific measures for the initial certificate term. However, avoiding duplication while still focusing on the school's mission will be important when it comes time to develop mission-specific measures at a later date.
	MSES are not included or none of the MSES are appropriate or rely on measurement tools that are not consistent and objective.	Some of the MSES are not outcome based and/or do not use an appropriate, logical research methodology. Some of the MSES rely on measurement tools that are not consistent or objective or it appears the petitioners do not fully understand the measurement tools.	The MSES are outcome-based; utilize an appropriate, logical research methodology; and rely on measurement tools that are consistent and objective. Any measurement tools specific to the school's educational model are research-based and/or demonstrably reliable.		

	The methods by which student progress in meeting the MSES will be measured are not addressed.	The methods by which student progress in meeting the MSES will be measured reflect limited understanding of the measurement tools.	The methods by which student progress in meeting the MSES will be measured are addressed in a manner that reflects clear understanding of the measurement tools.	The petition clearly describes how MSES will be measured. Other diverse, research-based methods by which student progress will be measured are addressed. The petition explains how the resultant data (from MSES and other assessments) will be applied to improve student outcomes.	
	Plan for annual reporting of results related to MSES is not included.	Plan for annual reporting of results is vague or insufficient.	Plan for annual reporting of results related to MSES is clear and ensures transparency to stakeholders, authorizer, and the public.		Only a minor modification is necessary to bring this section up to standard; that is, please explain briefly what information is included in the "School Profile" that is published on the school's website, since the profile appears to be one of the school's main methods of ensuring transparency.
	The manner in which students will be tested with the same standardized tests as other Idaho public school students is not addressed.	The manner in which students will be tested with the same standardized tests as other Idaho public school students requires revision.	The petition addresses the manner in which students will be tested with the same standardized tests as other ID public school students and outlines how the school will ensure strong participation.		
Accreditation	Accreditation is not addressed, or the petition does not commit to obtaining such for grades 9-12.	The petition commits to obtaining accreditation for grades 9-12. However, the petitioners appear to lack understanding of the accreditation process.	The petition commits to obtaining accreditation for grades 9-12 and demonstrates a clear understanding of the process.	The petition commits to obtaining accreditation for all grades.	
Accountability and School	The petition does not demonstrate an understanding of state's accountability system.	The petition demonstrates limited understanding of the state's accountability system.	The petition demonstrates solid understanding of the state's accountability system.	The petition evidences an understanding of how data from the state's accountability system should be interpreted and applied at the school, classroom, and student levels.	Though this section of the petition does not address all of the requirements of the current PCSC PER, these items Meet Standards based on a change in the SDE's expectations of the

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	A plan for how the school will respond if it is ever identified as being “in need of improvement” by the state is not provided.	The plan for how the school will respond if it is identified as “in need of improvement” by the state is incomplete or has not been customized to the proposed school.	The plan for how the school will respond if it is ever identified as “in need of improvement” by the state is complete and customized to the proposed school.	The plan includes specific steps that will be taken to avoid the circumstance of being “in need of improvement.”	information that is needed for this section of the charter. The PCSC staff supports the SDE’s adjusted approach and will be recommending an adjustment to the rubric to align it with the SDE’s Sufficiency Review guidelines.
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General Comments regarding Tab 4:

Tab 5					
See IDAPA 08.03.01.401.07					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Governance	Governance structure is unaddressed or non-compliant.	Description of governance structure is incomplete or inadequate.	Governance structure is well explained and indicates that the board of directors shall be legally accountable for the school’s operations. Petition is consistent with Articles of Incorporation and Bylaws.		
	The petition does not have a reference to an appendix that includes ethical standards for the members of the board.		Petition has a reference to an appendix that includes ethical standards agreement to be signed by all the members of the board of directors.		
	Transition from founding to governing board is not addressed.	Plan for transition from founding to governing board appears inadequate.	Plan for smooth transition from founding to governing board is clear and likely to be effective. Issues related to avoidance of “founders’ syndrome” and ensuring commitment to the mission and vision are addressed.		Not applicable.

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	Plan for ongoing recruitment of board members is not provided.	Plan for board member recruitment appears unlikely to be effective in securing members with critical skill sets.	Plan for board member recruitment identifies specific qualifications for board members and includes strategies for grooming prospective board members.		Please note that the PCSC may have questions regarding your choice to have a fully appointed board, as the PCSC has historically shown a preference for elected or mixed boards in order to ensure sufficient opportunity for stakeholder input.
	Board training and evaluation plan is not provided.	Board training and evaluation plan is inadequate or lacks detail.	Board training and evaluation plan is detailed and specific, addressing the needs of both the initial and future board members. Self-evaluations will be completed at least annually.	Board training and evaluation plan addresses continuous improvement that includes certification through board training modules for all new members of the board of directors. Plan identifies strategies for improvement based on annual evaluations.	
	Commitments to comply with Open Meeting Law and Public Records Law are not included.	The commitments to comply with Open Meeting Law and Public Records law require revision for clarity or accuracy.	Clear commitments to comply with Open Meeting Law and Public Records Law are included.		
Parental Involvement	No discussion of parental involvement is included.	Described opportunities for parental involvement appear similar to those at most public schools.	Described opportunities for parental involvement exceed those available in most public schools. Petition contains a plan for making parents aware of governance, volunteer, and other opportunities.		
Audits	Commitment to obtain annual, independent fiscal audit is not included.		Commitment to obtain annual, independent fiscal audit is included.		
	Plan for reporting of financial information to authorizer and community is not provided.	Petition provides limited information regarding fiscal transparency and related requirements.	Petition demonstrates a clear understanding of fiscal transparency requirements, including maintenance of an expenditure website.		

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General Comments regarding Tab 5:

Tab 6					
IDAPA 08.03.01.401.08					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Employee Qualifications	Teacher and administrator certification is not addressed.	Petition's statement regarding teacher and administrator certification requires editing for clarity or accuracy.	Petition states that teachers and administrators will be certified in accordance with statute.		
	Petition does not state that all teachers will be Highly Qualified.	Petition's statement regarding HQT requires editing for clarity or accuracy.	Petition states that all teachers will be Highly Qualified.		
	Criminal background checks are not addressed.	Statement regarding criminal background checks is incomplete.	Petition states that all school employees and volunteers in direct contact with students will undergo criminal background checks.	Petition states that all school employees, members of the board of directors, and volunteers will undergo criminal background checks.	
	There is no plan for professional development and evaluation of staff is included in the appendices.	There is a plan for professional development and evaluation of staff included in the appendices, but no reference to the plan is included in Tab 6.	There is a plan for professional development and evaluation of staff included in the appendices, and a reference to the plan is included in Tab 6.		
Health and Safety	Health and safety procedures are not addressed.	General health and safety procedures are outlined; however, additional specificity is required.	School climate is designed to ensure health and safety of students and staff. Specific procedures are detailed and address: drugs/alcohol, suicide prevention, bullying, and disaster preparedness.	School climate is clearly defined and follows best practices or research-based methods for creating safe schools. Specific procedures and staff training plans are detailed.	
	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances is not included.	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances requires editing.	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances is realistic and implementable.		
Student Discipline	Little or no information and student discipline is provided.	Student discipline section fails to clearly describe classroom management philosophy and methods, as well as disciplinary protocol.	Classroom management philosophy and methods, as well as disciplinary protocol, are clearly explained.	Classroom management and discipline procedures align with the school's mission and vision, and are designed to encourage the development of a positive school culture.	

	Disciplinary procedures, including suspension, expulsion, and re-enrollment are unaddressed or non-compliant.		Disciplinary procedures, including suspension, expulsion, and re-enrollment are clear and compliant.		
Employee Benefits	Employee benefits are not addressed or are non-compliant.	Statement regarding employee benefits is incomplete.	Petition states that all staff members will be covered by PERSI, federal social security, unemployment insurance, workers compensation, and health insurance.		
Employee Status	Transfer rights are not addressed or are non-compliant.	Statement regarding transfer rights is incomplete.	Petition clearly addresses the transfer rights of charter school employees.		
	Collective bargaining is not addressed or non-compliant.		Petition states that staff will be a separate unit for purposes of collective bargaining.		
Employee Contracts	Teacher and administrator contracts are not addressed.	Petition's statement regarding teacher and administrator contracts requires editing for clarity or accuracy.	Petition states that teacher and administrators will be on signed contracts in a form approved by the state superintendent of public instruction.		

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General Comments regarding Tab 6:

Tab 7					
See IDAPA 08.03.01.401.09					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Admissions Procedures	Enrollment capacity section is absent or addresses only total capacity.	Enrollment capacity section is unclear.	Enrollment capacity section includes total school capacity as well as grade-level capacity.		
	Growth plan is not provided.	Growth plan is unclear or fails to detail plan from year one through final expansion.	Growth plan is clear and complete from year one through final expansion.	Growth plan includes a backup strategy for dealing with lower than expected enrollment.	Not applicable.

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	Admissions procedures are incomplete or non-compliant.		Admissions procedures, including timelines, are clearly explained and compliant.	<p>NOTES: Additional revision of this section is required in order to ensure full compliance with statute and administrative rule:</p> <p>The petition needs to note that the second preference (for children of founders and full time employees) will be limited to 10% of the school's total enrollment.</p> <p>Only one lottery should be held; within that single lottery, seats will be filled in accordance with the enrollment preferences permitted by statute. (The two-lottery process described in the transfer petition will become problematic if, for example, a student both resides outside the primary attendance area and is a sibling.)</p>	Additionally, charter school law does not provide for a separate preference/lottery for foreign exchange students. Rather, such students may apply and be lotteried just like any other students. Note that it is prudent for charter school boards to have policies regarding whether or not exchange students are considered siblings, but these policies need not be included in the petition. Note also that charter schools may not have English language requirements for any students, regardless of their status as exchange students.
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	<p>Equitable selection processes are incomplete, unclear, or non-compliant and/or include preference groups not allowed by state law, or preferences are listed in the wrong order.</p>		<p>Equitable selection processes, including plan to address over-enrollment, development of the final selection list, and plan to renew the selection list in subsequent years are complete and compliant. Selection processes permit only preference allowed by statute, and the preferences are ordered correctly.</p>	<p>Policies regarding preference groups are included with the petition. (For example, “founder” and “sibling” are defined.)</p>	<p>See above.</p> <p>Also, under the section headed “Enrollment,” (also in Appendix M) significant concern is raised by the reference to students who “are able to meet the essential standards of the Academy.” Please note that public charter schools may not deny attendance (either upon initial application or after the student has been enrolled) on the grounds of failure to achieve at a certain academic level. It is presently unclear what is intended by the phrase and whether the Academy is, in fact, available to all students regardless of their academic prowess.</p> <p>Throughout the petition (particularly in previous versions), there are indications that the Academy has, at least historically, “counseled out” students who are not high academic achievers. It is critical to understand that any student who wishes to attend must be permitted to do so if a seat is available. A student’s GPA at the time of admission, or at any time thereafter, cannot be used to guide enrollment decisions. Parents may be encouraged – but not required – to meet with the school prior to enrolling their student, but the results of</p>
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					such interviews cannot inform enrollment decisions, and parents should never be told that the school isn't a good fit for their student. The charter school's role is limited to explaining its program to the parent, then letting the parent decide whether it's a good match.
Alternatives	<i>If petition is for a traditional public school applying to convert to a charter school:</i> Public school alternatives are not addressed.	<i>If petition is for a traditional public school applying to convert to a charter school:</i> Public school alternatives are provided, but list is incomplete.	<i>If petition is for a traditional public school applying to convert to a charter school:</i> Public school alternatives are provided and include other charter schools (if applicable) and virtual charter schools.		Not applicable.
Enrollment Opportunities	Process for making citizens aware of enrollment opportunities is unaddressed or non-compliant.	Process for making citizens aware of enrollment opportunities is vague.	Process for making citizens aware of enrollment opportunities is compliant, clearly defined, and includes specific timelines.	Plans include a variety of strategies to inform the public of enrollment opportunities; methods are appropriate for the target demographic and local community.	
	Plan for denial of school attendance is unaddressed or non-compliant.	Plan for denial of school attendance is incomplete.	Plan for denial of school attendance is clear and compliant.		
Student Handbook	There is no draft student handbook included in the petition's appendices.	A draft student handbook is included in the appendices, but the reference to the appendix or the plan for distribution of the handbook is lacking or absent.	A draft student handbook is included in the appendices. Tab 7 includes a brief plan for finalizing and the handbook and ensuring stakeholder access to, and review of, the document. The section includes a reference to the location of the Draft Handbook in the appendices.		

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General Comments regarding Tab 7:

Tab 8					
See IDAPA 08.03.01.401.10					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Business Plan: Description	Business description is not provided.	Business description is vague or incomplete.	Clear and well-considered business description addresses both the non-profit corporation and public entity aspects of the school.		
	There is no Pre-Opening Timeline in the appendices or there is no reference to the appendix in Tab 8.		There is a Pre-Opening Timeline in the appendices and a reference to the appropriate appendix in Tab 8.		Not applicable.
Business Plan: Marketing	Marketing plan is not provided.	Marketing plan is vague or incomplete.	Comprehensive marketing plan includes goals, tasks, timelines, expenses, and responsible individuals.	Marketing plan extends beyond the pre-opening year and includes opportunities for partnerships to engage the community with the school.	
	Strategy for reaching at-risk and underserved families is not provided.	Strategies for reaching at-risk and underserved families are vague.	Strategies for reaching at-risk and underserved families, as well as families that might not be aware of the school, are well developed.	Petitioners have already made efforts to reach at-risk and underserved families. Evidence of interest in the school reflects that these efforts have been successful.	Historically, the PCSC has shown interest in ensuring that all Idaho charters go out of their way to make at-risk and underserved families aware of enrollment opportunities. Does the Academy apply any specific strategies for reaching families of low income, at risk, non-English speaking, special education, and similar students? If you wish, this would also be an appropriate place to share the Academy's perspective that high-achieving students also tend to be underserved in traditional schools, and note the efforts you make to ensure those students are aware of enrollment opportunities.

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Business Plan: Management	Management plan is not provided.	Management plan is vague or incomplete.	Comprehensive management plan identifies roles and responsibilities of the board of directors, administration, business management, contractors (including EMO / CMO, if applicable), and support staff. If a management company is to be used, costs and services are clearly described, and a copy of the proposed contract is included in the appendix.	School has provided an organizational chart that demonstrates the connections and reporting structure(s) between the board of directors, administration, contracts, and school staff.	
Business Plan: Finances	Financial oversight plan is unaddressed or non-compliant.	Financial oversight plan is incomplete or likely to be ineffective.	Financial oversight policies and plans are described and demonstrate understanding of proper fiscal oversight.	Financial oversight plan includes details about the school's intended policies for: budgeting, processing and monitoring of revenue and expenses, and managing cash flow. Plans demonstrate a strong understanding of proper fiscal oversight. Thorough, appropriate financial policies have been adopted by the board of directors.	
	No fundraising or grant writing plan is provided.	Fundraising or grant writing plan is incomplete, or the budget relies on fundraising/grants to remain viable.	Realistic fundraising and grant writing plan identifies specific strategies, grantors, and goals. However, the budget does not rely on fundraising or grants to remain viable.	Successful fundraising strategy has been enacted. Documentation of guaranteed donations and/or grants is provided.	
Transpo rtation	No plan for the provision of student transportation is in place.	Plan is to add student transportation in future years, but the service will not be offered immediately.	Clear, documented plan is in place to offer student transportation.	Clear, documented plan is in place to offer student transportation beginning in year two or sooner	Statute requires that public schools, including charters, provide student transportation "where

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	Transportation plan does not consider how the plan (or lack thereof) will impact the ability of all interested families to enroll.	Transportation plan partially addresses how the plan will impact the ability of all interested families to enroll.	Transportation plan includes narrative regarding how the plan will impact the ability of all interested families to enroll, influencing student demographics and school finances.		<p>practicable.” Some charters have interpreted this to mean that they don’t need to provide transportation if they can’t afford it, because lack of adequate funds make provision of transportation impracticable. However, the statute was intended to refer to the practicability of transporting students in difficult circumstances, such as on mountain roads in winter.</p> <p>Particularly in the light of the Academy’s good fiscal health, it is important for the PCSC to understand why transportation is not being provided, and under what circumstances the school will offer this service.</p> <p>Please note that the PCSC may have questions regarding whether the Academy believes that the decision not to provide transportation up to this point has resulted in the inability of some students from low-income families to attend.</p>
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Nutrition	Student nutrition is not addressed.	Student nutrition service plans vague or undocumented.	Description of whether and how student nutrition will be provided is clear and documented.	Student nutrition will be provided beginning in year one.	Although no plan to provide nutritional services is in place, the SDE's sufficiency review indicates that this section of the transfer petition meets SDE standards. Please note that the PCSC may have questions regarding whether the Academy believes that the decision not to provide nutritional services results in the inability of some students from low-income families to attend.
	Free and reduced lunch (FRL) eligibility is unaddressed or non-compliant.	Plan for identifying students who are eligible for FRL is unclear or inadequate.	Appropriate plan is in place for identifying students who are eligible for FRL.		Does the Academy collect FRL data for demographic reporting purposes, even though lunch is not provided?

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General Comments regarding Tab 8:

TAB 9 (virtual schools) is not applicable for this transfer petition.

Tab 10					
See IDAPA 08.03.01.401.12					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	
Business Arrangements and Partnerships	No information is provided regarding contracted / purchased services or other partnerships.	Information is provided regarding business partnerships, contracted / purchased services, and/or community partnerships, but is incomplete or vague.	Specific business partnerships, contracted / purchased services, and community partnerships are described. Supporting documents (draft contracts / letters of intent or support / MOUs) are included in the appendices and referenced in Tab 10.	Partnerships that are integral to the educational program have been developed and their nature is clearly described.	

	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Rationale for use of the EMO / CMO is not addressed or appears to be a poor choice for fulfilling the school's mission, goals, or needs.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Rationale requires further development.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Petition provides strong rationale for use of the EMO / CMO, rather than performing the work in-house.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Use of the EMO / CMO will provide unique opportunities and meet goals that could not be achieved in-house.</p>	Not applicable.
	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>School board appears to have inadequate oversight and control over school finances, educational program, and/or employees.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>School board apparently retains oversight and control, but no plan is in place for evaluating the management company.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>School board clearly retains oversight and control over school finances, educational program, and employees. Plan is in place to regularly evaluate and redirect EMO / CMO as needed.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Local, independent school board clearly evaluated multiple management companies and selected a vendor appropriate to meet specific needs.</p>	Not applicable.
	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Tab 10 does not include a reference to an appendix containing the CMO / EMO agreement or contract.</p>		<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Tab 10 includes a reference to an appendix containing the CMO / EMO agreement or contract.</p>		Not applicable.
Termination	<p>Termination plan fails to specify individuals responsible for tasks associated with dissolution.</p>	<p>Termination plan relies on employees for the completion of tasks associated with dissolution.</p>	<p>Termination plan specifies non-employee individuals responsible for tasks associated with dissolution.</p>		

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	Disposal of assets is unaddressed or non-compliant.	Disposal of assets is generally addressed, but additional detail is required.	Plan for disposal of assets, including responsible individual is clear and compliant. Distinction is made between assets purchased with federal and non-federal funds.		
	Payment of creditors is unaddressed or non-compliant.	Payment of creditors is generally addressed, but priorities are not specified.	Payment of creditors is addressed and includes a list of priorities for payment (if permitted by courts).		The statement about paying creditors from your previous submission appears to have been deleted, perhaps unintentionally. This is important information that should be included. If you prefer, you may simply reference I.C. 33-5212, which specifies the order in which financial obligations must be addressed in the event of school closure.
	No plan is in place for completion of final, independent fiscal audit.		Plan is in place for funding and completion of final, independent fiscal audit.		
	Long term record storage is not addressed.	Long term storage plans are vague or inappropriate.	Plans for secure, long-term storage of records, including student and personnel records, are clear. Process for accessing records will be available to the public.		
	Student records transfer plan is not provided or is non-compliant.	Student records transfer plan is vague or inadequate.	Process for transferring student records is clear, includes identification of responsible individuals, and will be available to the public.		
	Personnel records transfer plan is not provided or is non-compliant.	Personnel records transfer plan is vague or inadequate.	Process for transferring personnel records is clear, includes identification of responsible individuals, and will be available to the public.		

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Additional Info	Additional information is repetitive or unnecessary.		Additional information is new (not repetitive of previous content) and is helpful and appropriate.		Not applicable.
	Additional information is given in the appendices, but there are no references in Tab 10.		There are appropriate references in Tab 10 to additional information provided in the appendices.		Not applicable.

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General Comments regarding Tab 10:

Appendices					
The appendices section must include the information listed in IDAPA 08.03.01.401.13. Additional appendices may be included as referenced in other sections of the petition. Appendices should be organized in a logical manner.					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds - 3	Comments
A: Articles Incorporation & Bylaws	Articles of Incorporation are not included, or are included but unsigned.	Signed Articles of Incorporation are included but require revision.	Signed Articles of Incorporation, including any amendments thereto, are included as an appendix to the petition.	It is clear that the petitioners understand the nature and purpose of the Articles.	
	Bylaws are not included, or are included but unsigned.	Signed Bylaws are included, but require revision.	Signed Bylaws are included as an appendix to the petition.	It is clear that the petitioners understand the nature and purpose of the Bylaws.	Detailed feedback s provided in the Appendices Comments at the end of this section.
	Bylaws do not address the process by which members of the school's board of directors will be selected.	Bylaws partially address the process by which members of the school's board of directors will be selected. Process for board selection may be addressed, but bylaws lack full clarity and detail.	Bylaws outline a clear process for selection of members of the school's board of directors, including: number and designation of seats, board member terms, elections vs. appointments, nomination and voting procedures, eligible voters, applicable definitions, etc.		
B: Elector Signatures	Elector petition and/or documented proof of elector qualifications are not included, or the number of electors is insufficient.		Elector petition and documentation for proof of elector qualifications are included.		Not applicable.

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C: Charter Workshop	No members of the petitioning group attended the SDE's Charter Start! Workshop.	Documentation confirms the petitioning group's attendance at the SDE's Charter Start! Workshop. However, only 1 member attended or the attendee(s) is/are no longer actively involved in the petitioning process.	Documentation confirms that at least 2, active members of the petitioning group attended the SDE's Charter Start! Workshop.	Documentation confirms that all active members of the petitioning group attended the SDE's Charter Start! Workshop.	Not applicable.
D: Board Resumes & Petitioning Group List	Resumes for all members of the school's board of directors are not included.	Resumes provided may be incomplete, unprofessional, or lacking references.	Professional resumes for all members of the school's board of directors are included and provide several references, with contact information, for each board member.	Resumes are accompanied by a brief narrative explaining the individual and collective qualifications of the members of the board of directors, focusing on their capacity to assume responsibility for public funds and the education of Idaho students.	The biographies provided are much appreciated, but IDAPA 08.03.01.13.c does specifically require the inclusion of directors' resumes, including references. The resumes are helpful to us in understanding the expertise of your board members; this, in turn, increases our confidence in the school's ability to continue to thrive.
	Board membership reflects a lack of diverse experience and skills.	Board membership reflects some diversity of experience and skills.	Board membership reflects diverse experience and skills (such as education, law, real estate, management, financial planning, and community outreach). It is evident all members of the board of directors are active in the petitioning process.	Board membership includes experience with charter school leadership.	PCSC staff cannot fully analyze this item, as complete board resumes have not been provided. Current evaluation of this item is based on PCSC staff's completed board interviews.
	A list of the petitioning group, including names and primary roles of persons involved with petition development is not provided.	The list of names and roles of those involved in the development of the petition is incomplete or vague.	The petition includes a list of the names and primary roles of all persons significantly involved with development of the petition, including: founders, members of the board of directors, contractors, employees, and community volunteers. List identifies individuals expected to remain involved with the school during pre-opening and operations.		Not applicable.

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	Ethical standards for the members of the board of directors are not addressed.	Ethical standards to which the petition refers are vague or inadequate.	Appendices include an appropriately detailed ethical standards agreement to be signed by all the members of the board of directors.		
E: Contracts, Leases & Agreements	Contracts, leases, agreements or other documents demonstrating relationships described in Tab 10 (and other sections of the petition) are not included in the appendices.	Documents demonstrating relationships described in Tab 10 (and other sections of the petition) are included in the appendices but are vague or incomplete.	Contracts, leases, agreements, and other documents demonstrating relationships are included in the appendices. Documents are well-organized, clear, and adequate to demonstrate the relationships described in Tab 10 (and other sections of the petition).		Not applicable. Because the Academy is an existing school and based on the relationships reported in Tab 10, the PCSC did not request supporting documentation.
	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Contract is incomplete or absent.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Contract is unclear, or costs appear unreasonable by comparison to services provided.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Contract clearly delineates costs and services. Costs appear reasonable by comparison to services provided.</p>		Not applicable.

F: Budget Assumptions & Supporting Documents	Budget assumptions have not been provided or PCSC's Assumptions template was not used.	Budget assumptions are incomplete or unclear.	Budget assumptions are provided for the pre-opening year, as well as the first three years of operations. The assumptions are complete, consistent with the budgets, and appropriately documented. Budget assumptions are provided on the completed PCSC's Budget Assumptions template.	Budget assumptions include explanations of how the assumptions were developed. A description of what budgetary adjustments will be made if enrollment fails to meet projections is included.	Unfortunately, the Budget Assumptions document you submitted was the version on the PCSC website, rather than the one sent to you by PCSC staff, which had been adjusted specifically for the Academy to ensure the PCSC had appropriate info regarding your budgets (since you are an already operating school). The template we need is provided again with this review; please use it for your Budget Assumptions, as it is tailored to help you share the information the PCSC needs.
	Pre-opening year budget is not provided.	Pre-opening year budget is incomplete, poorly documented, or appears insufficient to cover activities described in the petition.	Pre-opening year budget reflects reasonable expenditures that align with remainder of petition, including: marketing, facilities, staffing, insurance, contractors, memberships, certifications, audits, curriculum, technology, exceptional student services, etc. Revenues and expenditures are supported by documentation.		Not applicable.
G: Pre-Opening / Start-up Budget	Spending priorities do not clearly align with the stated mission and educational program.	An attempt has been made to align spending priorities with the mission and educational program, but resources allocated appear inadequate to meet pre-opening needs.	Pre-opening budget is adequate to meet the schools pre-opening needs while also demonstrating thoughtful, conservative budgeting practices.	Spending priorities align with the mission and educational program and resources.	Not applicable.

<p>H: 3-year Operating Budgets</p>	<p>Operating budgets for the first three years of operations are not provided, are incorrectly formatted, or are incomplete.</p>	<p>Operating budgets for the first three years of operations are incomplete, poorly documented, or appear insufficient.</p>	<p>Operating budgets for the first three years of operations are provided on the PCSC's template.</p> <p>Budgets are provided for best-case, worst-case, and most-likely-case scenarios.</p> <p>Revenues and expenditures appear reasonable and are supported by documentation.</p>	<p>Five-year budget projections are provided.</p>	<p>Please note that use of the PCSC templates provided by our staff is required. We need an FY15 budget plus projections for FY16 and FY17). We do understand that there is a learning curve and significant time associated with your initial use of the templates, but future submissions will be easier. Please take advantage of our extensive instructions sheet, and feel free to call if you have questions.</p> <p>For clarification: It appears that you submitted a General 100 fund budget (twice for FY14? FY15? This was not made clear in the header or elsewhere in the templates) in the PCSC template, but didn't include the Budget Summary or any of the other funds. Also, because we can't determine which fiscal year(s) are presented, it is also difficult to tell whether the template has been filled out correctly. Additionally, it appears that the requested 3-year budget projections in the PCSC template sent to you by staff have not been provided.</p> <p>Also, please note that it is not necessary to include your SDE budget and worksheets in the appendices; the PCSC templates will cover the information we need.</p>
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	Projected growth appears unrealistic or inadequate to meet long range financial plans.	Growth projections are not clearly supported by realistic data and/or supported by expanded staff and facilities.	Projected growth is realistic, adequate to meet long range financial plans, and supported by expanded staff and facilities.		Not applicable.
	Spending priorities do not clearly align with the mission and educational program.	An attempt has been made to align spending priorities with the mission and educational program, but resources allocated appear inadequate to achieve stated goals.	Resources are adequate to achieve the school's stated goals while also demonstrating thoughtful, conservative budgeting practices.	Spending priorities align with the mission and educational program.	Not applicable, as the Academy is an operating school whose academic outcomes are positive.
I: 1 st year Cash Flow	First-year cash flow projection is not provided.	First-year cash flow projection is incomplete, inadequate, or indicates insufficient understanding of public school funding.	Adequate first-year cash flow projection reflects thorough understanding of public school funding. Cash flow is presented on the PCSC Cash Flow Template.		Please provide FY15 cash flow projections in the approved PCSC template (provided via e-mail with this report and available online). Similar to the budget template, the cash flow template may be a bit time consuming for your initial submission; future submissions will be easier, and we'll keep requirements for them to a minimum.
J – L: Facilities	Specific facility options have not been identified, or too few facility options are provided.	Descriptions of multiple, specific facility options are included; however, detail is insufficient or the facilities may not be adequate to ensure full implementation of the educational program.	Descriptions of three or more realistic facility options are provided with sufficient detail indicating that the facilities are appropriate and sufficient. Facility options are presented using the completed PCSC Facility Options template.	The primary facility option is unusually strong, such as a guaranteed donation of a building or land. Reasonable, well-supported backup options are also included.	Not applicable.
	One or more of the proposed facilities are not located within the primary attendance area and/or the district by which the petition was referred to the PCSC.		All of the proposed facilities are located within the primary attendance area and the district by which the petition was referred to the PCSC.		Not applicable.
	Timelines for facility completion are absent or unreasonable.	Timelines for preparation of one or more of the facility options are aggressive and may not be attainable.	Reasonable and appropriate timelines for completion of all facility options are provided.	Contingency plans are provided for use in the event that facility preparation timelines cannot be met.	Not applicable.

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	Petition does not demonstrate that the facilities is (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc.	Petition partially demonstrates that the facilities are (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc. However, additional information is needed to ensure compliance.	Petition demonstrates that the facilities are (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc.	Certificates to verify compliance and/or written quotes for bringing facilities into compliance are included by reference to the appendix.	Not applicable.
M: Pre-Opening Timeline	Pre-opening timeline is not provided using the PCSC's Pre-Opening Timeline Template.	Pre-opening template requires additional development to ensure timely completion of preparation to begin operations.	Complete, pre-opening timeline is provided using the PCSC's Pre-Opening Timeline Template and reflects strong understanding of the steps involved in preparing for operations.		Not applicable.
N: Staff Professional Development & Evaluation	Professional development plan is not included or is reflects a plan with minimal offerings that is poorly aligned with the mission or clearly inadequate to ensure successful implementation of the educational program.	Petition expresses an intention to base professional development on teacher needs, student progress, and school mission, but plan is vague. Plan needs additional development to ensure successful implementation.	Professional development strategy is thorough, specific, and sufficient to ensure successful implementation of the educational program and fulfillment of the mission. Adequate resources are committed to initial and ongoing professional development.	Professional development plan is sufficient (both in content and resources) to ensure successful implementation and integrates staff feedback and school and staff evaluation data in determining future training needs.	
	Plans for teacher and administrator evaluations are not included or are non-compliant.	Plans for teacher and administrator evaluations are vague or insufficient.	Petition includes clear process for evaluating teacher and administrator effectiveness and using results to improve student outcomes.	Plans for working with underperforming teachers/administrator(s) are included.	
O: Outreach Activities	Petitioners have not engaged in significant outreach activity.	Past and planned outreach activities may not be adequate to ensure community interest and involvement.	Outreach activities designed to reach a broad audience have resulted in documented enrollment interest and community involvement with school development. Planned outreach is specific and ongoing.		Not applicable.

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P: Interested Family List	A list of interested families is not included in the appendices.	A list of interested families is included in the appendices but does not demonstrate an adequate level of market interest based on the school's stated enrollment targets.	A list of interested families is included in the appendices and demonstrates an adequate level of market interest based on the school's stated enrollment targets.	The list of interested families is well organized and detailed, and includes a number of potential students that <i>far</i> exceeds the school's stated enrollment targets.	Not applicable.
Q: Student Handbook	Draft student handbook is not provided.	Draft student handbook is incomplete or has not been tailored to the school.	Complete, draft student handbook is tailored to the school.		

Other Appendices	<p>Appendices are poorly organized or lacking critical information.</p>		<p>Appendices are logically organized and include all critical information without providing unnecessary or redundant materials.</p>		<p>This is a quick fix. It would be very helpful if similar documents were grouped together (all financial appendices next to each other, all professional development appendices next to each other, etc.) Your appendices lack logical organization (similar documents should be together).</p> <p>Also, the appendices currently include some information that is not required. You're welcome to include those documents if you feel they are important, or you may eliminate them in the interest of making the document less cumbersome. These include the building inspection docs, school calendar, SDE worksheets, etc.</p> <p>Though they are not required, use of hyperlinks and/or more obvious headers would be quite helpful in navigating the appendices. Some schools find it easiest to add an Appendices Table of Contents as the first page of their Appendices PDF, and hyperlinking from there.</p>
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General Comments regarding Appendices:

[BYLAWS Feedback:](#)

Many of the recommendations below are not required as part of the transfer, because they do not appear to represent compliance issues. However, we do see great value in making the updates that are marked with asterisks. Weak or unclear bylaws aren't a problem until problems come up, legal questions

arise, and debates ensue. If that ever occurs, it is very helpful to have strong, clear bylaws that are consistent with actual practice. Amending your bylaws to remedy these issues will help greatly in bringing them up to the standard that is required by the PCSC for very practical reasons.

Article IV – Why is your fiscal year January 1 – December 31? It seems this could cause issues since the state runs on a July 1 – June 30 fiscal year and expects your reporting to be done based on the state fiscal year. You may want to consider revising this.

Article V Section 1 – As previously noted, I recommend you consider adjusting how your board members are selected. Currently, you have a fully appointed board; the PCSC prefers to see elected or mixed (partially appointed, partially elected) boards, as it ensures stakeholders have a voice in the process of choosing board members. If you move to an elected or mixed board, you can still have a nominating committee, but should probably outline if / how stakeholders can nominate candidates (either to the committee or at the election or both). Also, if any of your seats will be elected, you will need to add clear and detailed information about the election process for those seats. Finally, if you make this adjustment based on our recommendation, you may want to reconsider whether or not you want to maintain the three groups of people your board needs to come from – you don't have to eliminate the groups, but I think it's likely you would find them harder to maintain with an elected or mixed board.

***Even if you remain with an all appointed board, you need to provide additional information about the appointment process. When are new board members brought on (at the annual meeting? at any meeting?)? How are they voted in? Do you have any process for stakeholder input into appointments?

If you keep your groups – you may want to revise your language about the groups. Currently, the “parents” group says “Parents of Charter School students.” It does not say they need to be parents of CDA students and I cannot find a reference earlier in the bylaws that says Charter School (capitalized) is a reference to CDA. If you want these to be CDA parents, that should be clarified; currently, it appears that it could be a parent of a student at any charter school.

*****Article VI Section 1. Officers** – You have only President (who is the Principal and a non-board member), Secretary, and Treasurer as officers listed in the Bylaws. It is very surprising (and somewhat concerning) to see that your Bylaws do not include a Board Chair and Vice Chair. Without a Board Chair, who runs the meetings, ensures the board is handling its duties / conducting business appropriately? Based on your website, it appears you are operating out of alignment with your Bylaws, since you have a Board Chair and Vice Chair listed. I highly recommend you amend your Bylaws to add the Board Chair and Vice Chair to the Officers section. You should also add descriptions later in Article VI (similar to what you have for the other officers) that outlines the responsibilities and rights of each of these Officers.

*****Article VI Section 4. President** – I strongly recommend that you review this section (ideally with legal counsel) to ensure that you are not giving rights and responsibilities to the President / Principal (who is not a board member) that should be maintained by the board and/or be given to the Board Chair.

References to the school in the Bylaws – At the beginning of the Bylaws, it states that CDA may sometimes be referred to in the Bylaws as the Corporation. However, you appear to also have references that call it the Charter School (?) and The Academy. You should clarify somewhere (perhaps in this beginning statement) that these are appropriate references or replace those references with the school name or “the Corporation.”

*****Does not appear to be in the Bylaws** – The number of board seats (minimum and maximum) does not appear to be in the Bylaws. This is an important item and should be included. Additionally, we recommend that you identify your board seats and, in order to avoid all terms ending

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simultaneously, designate when terms will start / end (for instance, you might have had initial seats that were staggered and would continue to be or you might designate seats as starting their terms on odd years vs. even years).

Signature Page – You have signatures, but you are missing a statement that confirms that the Board of Directors adopted these Bylaws and lists the date of adoption (the date of the vote when they were adopted). A statement confirming adoption of the amended bylaws would be an appropriate addition.

General Quality Indicators					
These indicators apply throughout the petition and the petitioning process.					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds - 3	Comments
Timeliness	Petition and related documents are frequently submitted after deadlines.	Petition and related documents are occasionally submitted after deadlines.	Petition and related documents are submitted in accordance with timelines in statute, rule, and PCSC policy. Exceptions to this are very rare and have <i>advance</i> approval from PCSC staff.	Petitions and related documents are submitted promptly, well in advance of required deadlines.	
Thoroughness	Petition revisions fail to address many concerns and recommendations cited by SDE and PCSC staff. Petitioners attempt to rely on oral assurances in place of written revisions.	Petition revisions address most concerns and recommendations cited by SDE and PCSC staff.	Petition revisions consistently reflect petitioners' best efforts to respond thoroughly to all concerns and recommendations previously cited by SDE and PCSC staff. Revisions are made in the petition document.		PCSC staff notes that many comments from the 6-11-14 review were not addressed. Conversation with school leadership indicates that some of these items were interpreted as recommendations rather than requirements. PCSC staff has taken care to ensure that this review clearly reflects which elements of the petition do require revision in order to score a 2 or above on this rubric, and to focus on issues that are important for PCSC decision-making with regard to the transfer request. The school has indicated willingness to address these matters of substance.

	Some petition revisions are made without the use of legislative formatting.		All petition revisions are correctly marked using legislative formatting. Only revisions made since the last PCSC staff review marked. (Legislative formatting need not be used on budget spreadsheets or when entire appendices are simply re-ordered but not changed.)		Although a clear attempt was made, use of legislative formatting was incomplete. Going forward, careful and consistent application of legislative formatting would be much appreciated, as it is required by PCSC policy in order to facilitate efficient review.
Professionalism	Petition contains many typographical errors and/or formatting inconsistencies.	Petition contains a moderate, but unacceptable, number of typographical errors and/or formatting inconsistencies.	Petition contains very few typographical errors and/or formatting inconsistencies.	Petition is free of typographical errors and/or formatting inconsistencies.	Although it is not a “dealbreaker,” we do recommend taking a few moments to ensure that formatting is consistent throughout the charter. Right now, fonts and font sizes vary, and some sections would benefit from clearer and more consistent labeling of sections and subsections. We always recommend doing your best to “clean up” a charter, as it is a formal document that represents the quality of your school.
	Quality of writing is poor and requires extensive editing.	Writing requires editing for clarity, consistency, and/or grammatical errors.	Quality of writing is clear, consistent, logically organized, and free of grammatical errors.	Writing is exceptionally strong, presenting concepts in a concise, compelling, and error-free fashion.	
	Petition is poorly organized and/or contains numerous reference errors.	Petition is reasonably organized and contains few reference errors.	Petition is well-organized and references to other documents, sections, and appendices are accurate. The document includes sufficient electronic “bookmarks” for ease of navigation.		

	Petition contains text obviously taken from other documents and not reviewed or customized.	Petition contains sections of “boilerplate” text that have not been customized to suit the school.	Petition does not rely on text taken from other documents, except as is appropriate for replication of proven models. Any “boilerplate” sections have clearly been reviewed and customized as necessary.		
Communication	Petitioners did not communicate with the SDE or PCSC regarding questions, updates, or issues in the petitioning process.		Petitioners communicated appropriately and professionally communication with the SDE and PCSC. Petitioners sought out assistance from the SDE and PCSC when needed and kept the PCSC updated during the petitioning process regarding any issues / changes.		PCSC staff has experienced some frustration in that the petitioners were encouraged to communicate with the staff regarding any questions. Minimal communication from the school preceded the submission of revisions, which did not address many of the issues noted in the initial review. Staff feels that this shortcoming could have been remedied through additional communication such as was repeatedly invited. Recent conversation between school and PCSC leadership has helped clear up some misunderstanding about the nature of the issues cited, and prospects of improved communication going forward are promising.
D	Petition format is not consistent with IDAPA 08.03.01.400.	Petition format is mostly consistent with IDAPA 08.03.01.400.	Petition format is consistent with IDAPA 08.03.01.400.		
	Petitioners did not follow the petitioning process as outlined in ID §33-52 and PCSC policy.		Petitioners followed all appropriate steps of the petitioning process as outlined in ID §33-52 and PCSC policy.		

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GENERAL COMMENTS REGARDING THE PETITION

As discussed on 9-30-14 in a lengthy phone conversation between PCSC Director Tamara Baysinger and the Academy's Principal, Dan Nicklay, this transfer petition represents something of an "arranged marriage." Both parties have expressed understanding that the PCSC's oversight requirements are more stringent than those the school experienced under its district authorizer, and that while the Academy may not always appreciate these requirements, they are based on national best practices and are "part of the package." The PCSC attempts to minimize reporting requirements and respect the autonomy of all PCSC-authorized schools. However, no school is exempt from basic oversight requirements, regardless of its level of success, because the PCSC is also obliged to protect the interests of students and taxpayers. Both parties look forward to a mutually respectful, professional, and supportive relationship, and are committed to maintaining effective communication especially when opinions differ.

If you have questions regarding any of the feedback provided in this review, please do not hesitate to contact the PCSC office.

**Idaho Public Charter School Commission
Transfer Petition Review
Board Interviews**

Petitioning School	Couer d'Alene Charter Academy (CCA)
Dates of Interviews	September 17 – September 19, 2014
PCSC Staff who Conducted Interviews	Alison Henken, Charter Schools Program Manager
Board Members Interviewed	Paul Franz, Chair
	Bob Nelson, Vice Chair and Secretary / Treasurer
	Jennifer Brumley, Member
	Russ Helgeson, Member
	Amy Verhaeghe

PCSC staff completed interviews with the five members of the Coeur d'Alene Charter Academy (CCA) Board of Directors. These interviews focused on the members' interest in the school's transfer or authorization, their understanding of board member and authorizer roles, the experience and expertise they bring to the board, their level of understanding regarding school finance and business accounting, and the challenges they anticipate the school may face in upcoming years.

The CCA board membership is somewhat diverse; our interviews revealed that several board members are parents of current or former students, one is a previous teacher, one is a lawyer, and one manages a business. The board brings expertise in education, law, and business operations. A few of the board members have served on non-profit boards in the past; none have previously served on school boards.

The CCA board described CCA's mission to provide a rigorous college preparatory program. Collectively, the members indicated that they felt the purpose of charter schools as providing educational choices for families; one board member stated that charters are also a place where experimentation and specialization can occur.

The primary reason identified by the CCA board members for their desire to transfer authorization to the PCSC is their understanding that Coeur d'Alene School District is no longer interested in being the school's authorizer. A couple board members also mentioned that they feel it makes sense to be with the authorizer that oversees most of the charter schools in the state. In describing their understanding of the relationship between charter schools and their authorizers, the members noted that the school's relationship with the district has been relatively hands-off; the school has given annual updates to the district but has not had much additional interaction. The board members' description of what the authorizer relationship should look like or what they expect from the PCSC if transfer is approved varied. Two members described a relationship where the PCSC would provide oversight and ensure the school is operating in alignment with its charter and in compliance with the law. Other members stated that they anticipate some additional oversight by the state if the transfer is approved, but did not provide additional details. Finally, a couple members expressed a desire for this oversight to be as slight as possible, believing that if the school has strong performance it should be given space and freedom.

The CCA board members' views on formal board training also varied. Several board members stated that they believe that formal board training is beneficial and could help board members to better understand their roles and responsibilities. Other board members stated that they felt on-the-job training was appropriate and that more formal training may not be necessary. The board

members admitted that, other than some introductory information provided to new members, the CCA board has not had formal board training within the past two years.

All of the board members identified facilities and the associated financial needs as the primary challenge they anticipate the school facing within the next two years. More specifically, board members noted that they believe they need to find ways to accommodate growth and deal with ongoing facility maintenance while managing the school's budget.

Strengths of the board:

- Education, school board, law, finance, and business expertise
- Mix of parents and non-parents

Areas of concern:

- Lack of history of strong board training and variation regarding whether members view it as important or beneficial
- Lack of a consistent understanding by board members regarding the roles of and relationship between authorizers and charter schools

Coeur d'Alene Charter Academy 1

Coeur d'Alene Charter Academy

Founded 1999

Petition for Change of Authorizer for 2014

District Location: Coeur d'Alene District 271

Physical Location: 4904 N Duncan Drive
Coeur d'Alene, ID 83815
Residing in the Coeur d'Alene School District (271)

Authorized Representative: Daniel P. Nicklay, Principal
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Opening Date: August 1999

Grade Levels: 6-12

Enrollment Goals: 812

Districts Affected: Coeur d'Alene (271), Post Falls (273), Lakeland (272)

Date Submitted for Review: September 9, 2014

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Tab 1: Vision, Mission, and Legal Status

Executive Summary:

The Coeur d'Alene Charter Academy ("The Academy," hereafter), was founded in 1999, by Dr. William Proser, a long-time teacher in the Coeur d'Alene School District. Dr. Proser had found himself increasingly frustrated by the education establishment and its seeming disregard for hard-working, high-achieving students. When Idaho adopted charter school legislation, several parents of his former students approached him with the proposal that he be the figurehead and founder of a new charter school, dedicated to providing a rigorous, college-preparatory education for these long-neglected students. He accepted their proposal and set to work with his supporters to form The Academy.

The school Proser and his backers designed had a decidedly "retro" feel, with several nods to the traditional education model. These included required classes in Latin and Civics, as well as a Western Civilization emphasis—Ancient History and Ancient Literature, European History and European Literature, American History and American Literature, World Literature and US Government for grades 9-12, respectively. One goal was for every student to have read 100 of the world's greatest novels by graduation. In addition, there was to be school-wide emphasis on discussion, exploration, and debate of ideas.

Philosophy:

However different the experiences of men, they are connected by a common link. They are animated by an inner drive that contends against the outside world for meaning. They share a common destiny called by the French philosophers the human condition. The mutuality of this condition forms on all our lips the same great questions of life; universal questions about the existence and nature of truth, the essence of beauty, or the search for justice. Education, at its best, informs us of the history of that search for answers by our fellow men, examines their current status, and inspires us to set out once again on the road to that place where answers can be found. According to Elie Wiesel, it is the questions that unite us and it is the answers that divide us. The answers or ideas that we find have the power to shape the very reality we experience. Ideas form the Zeitgeist of our times because ideas have consequences. Who will argue that the ideas of Darwin or Marx, Freud or Einstein have had little effect on the twentieth century?

The answers to the great questions of life do more than just color the world, they establish it. If this is true, those who teach take upon themselves the obligation of historical awareness. Each discipline in the academic world is built upon the ideas of those who asked the same old questions in a new way or replied to those questions with answers that disturbed their fellow creatures to such an extent, that a dialog was required. For the western world, that dialog can be characterized by the conflict of opinion in debate. The educational philosophy of Coeur d'Alene Charter Academy centers on attempting to stimulate in our student body a respect for that debate. The conflict is what Walter Lippmann called the "Indispensable Opposition." To respect another human being involves taking his or her ideas seriously enough to argue the point. Implied in this debate are most of the academic qualities inherent in the tradition of scholarship stretching back to the ancients. It is a tradition that values a thorough and detailed knowledge of the best that has been thought and said on a subject, a discernment of the crucial tenets of a position, honesty, craftsmanship and precision with language. These abilities are the necessary tools of the would-be scholar. Students who emerge from our classes with these skills are ready to take their place at the banquet table of ideas that is set by a free society.

Education seeks to enlarge, enrich and complicate our understanding of things. Good education is much more an art than a science; it mysteriously transmits a love of the subject being taught. A natural passion for understanding some aspect of human experience or imagination is the rightful inheritance of our students. That academic inheritance is a legacy of thought that is passed from one generation to another

by dedicated teachers. Most of us have had the good fortune to sit under such teachers. The intellectual excitement of learning corresponds to the difficulty of the question being considered. Easy answers will not do; as challenge is inherently linked to achievement. A campus where ideas are truly valued and the conflict of opinion in debate is not only encouraged but celebrated invigorates people. A school that can frame the forum for the debate of ideas without the animosity that so easily shuts off the dialog has captured the idea of the British Parliament or the American Senate. Such a school ascends to its proper place in the long human tradition of academic scholarship. Such a tradition is the unique privilege of free men; men who are united in their pursuit of truth, perhaps divided by their conclusions, yet committed to the process of understanding their own diversity.—Dr. William Proser, Founder

It was the feeling of Dr. Proser and the founding group that there existed in the Coeur d'Alene area a population of families who deserved and would respond positively to a school dedicated to rigorous coursework, college preparation, and high standards. In 1999, the school opened with approximately 200 students in grades 7-10; in the ensuing years, grades 11, 12, and then 6 were added, and today the school serves more than 700 students and has substantial waiting lists in several grades. Clearly the demand for the Academy's style of education is sufficient to ensure its continued success.

Because this petition is a transfer of an existing charter, the "petitioning group" is the current board and administration. The Principal has held his position since 2006, and he has been employed by the Academy since 2000—first as a teacher, and then as Vice Principal. The Business Manager was the Academy's first official employee, and has been employed since 1999. One Board member remains from the founding group; the other current members have been appointed over the last several years. All board members have been vetted according to their qualifications and their buy-in to the Academy's mission.

The Academy's success will be defined by its ability to attract and retain students, and prepare them for admission to, and success in, post-secondary institutions. Some of the indicators include student numbers sufficient to maintain a fiscally sound operation, standardized test scores, graduation rates, post-secondary placement, and completion of degree programs.

In order to demonstrate value-added, Academy students must consistently outperform their public school counterparts on all of these indicators.

Mission Statement:

The Coeur d'Alene Charter Academy is dedicated to providing a rigorous, content-rich, college-preparatory education for any students who are willing to accept the challenge.

This mission statement is the focus of everything we do. You will find it posted prominently in several of our classrooms, on our website, on our stationery, and on the side of our building. It was adopted by the original board of directors, with cooperation of the founder. It is viewed as the starting point and guiding principle of the school.

The Academy's beliefs are codified in a document entitled *Foundational Values*, which was composed and approved by the faculty, staff, and administration, and added to the official charter when renewed in 2004.

Vision Statement:

Coeur d'Alene Charter Academy exists in order to promote and implement academic excellence in our student body. Further, we seek to ensure that our graduates are knowledgeable and proficient users of language so that they may: succeed in school, participate in our democracy, find challenging and

rewarding work, appreciate and contribute to our culture, and pursue their own goals and interests as independent learners throughout their lives. Included in this vision are the following broad educational goals and objectives:

- To refine our students' academic skills including reading, writing, speaking, and thinking, and to advance their knowledge of the major disciplines of language arts, mathematics, science, and history.
- To learn the traditions and values of past and present civilizations.
- To gain an appreciation of the fine arts of music, art and drama.

Articles of Incorporation and Bylaws:

See Appendices A, “Articles of Incorporation,” and B, “Bylaws” for ~~Articles of Incorporation and Bylaws, respectively.~~

Nonprofit Status:

See Appendix C, “Non-Profit Verification” for ~~verification of nonprofit status~~

Tab 2: Proposed Operations
Operations:

~~The operations of the Academy are well established and a matter of public record. Since its founding, the Academy has been the highest performing school in the state of Idaho, and one of the top schools in the nation, recognized by many national publications. The Coeur d'Alene Charter Academy is an educational institution organized and managed under the Idaho nonprofit corporation act. The Board of Directors of Coeur d'Alene Charter Academy shall be deemed public agents authorized by the Idaho Charter School Commission to control the charter school.~~

Beginning in 2014, the Academy will function as an LEA, and will be responsible for providing all related services for its students.

The Academy has resided on the same location since its founding in 1999, 4904 N. Duncan Dr., right in the middle of Coeur d'Alene. In 2009, we purchased an adjoining lot and expanded our facility. We have no plans to move. We reside within the Coeur d'Alene School District, and specifically, within the Lake City High School and Woodland Middle School attendance areas.

~~The Academy's enrollment cap is 812. Caps in specific grades may fluctuate from year to year to accommodate irregularities in subscription and attrition, but the overall school population will not exceed 812. Demographics are expected to represent a cross section of the surrounding school district; there are no instruments in place to collect this data, nor are there any admissions procedures that would influence irregularities in enrollment demographics.~~

The Academy serves students in grades 6-12. As a "school of choice," the Academy may attract students from any of the area schools; therefore, there exists no accurate method of predicting future demographics. Historically, the demographic composition of the student body would appear to approximate that of the community. According to the 2013 census, Coeur d'Alene's population is 93.8% white, with a median household income of approximately \$41,000 (<http://quickfacts.census.gov>).

The Academy's Special Education population has typically represented less than 5% of its total student population. There are no factors in the application or enrollment procedures that would either limit or augment that number.

Until becoming its own LEA in 2014, the Academy did not accept federal funding, and therefore had no reliable means of obtaining specific demographic information. Since becoming an LEA, the Academy has begun accepting federal funds and will make use of the related federal data collection and reporting methods to obtain that information.

The educational method employed by the Academy is a traditional model that emphasizes direct instruction by master teachers. Additional emphases are maximizing student contact time, providing challenging instruction, and combating grade inflation. Students are held to a high, objective standard, and will not be promoted based on effort or for social reasons.

Potential Effects:

Our effect on the local district has been almost entirely positive, if measured by the programs they have added to serve their students. ~~Our academic success has made it necessary for the district to increase~~ The district has increased the number of programs it offers for advanced and college-bound students, and has also ~~resulted in the district~~ begun offering numerous "choices"—several magnet schools, for instance.

Anecdotal evidence suggests that the Academy's success has also provided a boon to the community. Parents indicate that they have moved to Coeur d'Alene (sometimes from across the country) to allow their children the opportunity to attend the Academy.

In addition, our opening likely saved the local school district from having to run bond elections for expanding facilities. Our student population is largely comprised of District ~~271~~ students, who, if they were still on district rolls, would necessitate extensive building improvements. It should be noted that the Academy accomplished this without access to local taxes, but with only base state funding. The Academy does not have plans for any further expansion.

Target Market:

The primary attendance area of the Academy is ~~the Coeur d'Alene school district attendance area. The secondary attendance area is Kootenai County, and the tertiary attendance area includes the six northern counties of Idaho. Potential attendance area is the state of Idaho~~ Kootenai County, Idaho.

Demand for the Academy's program is demonstrated by the school's considerable growth, as well as the lengthy waiting lists.

Facilities:

The Coeur d'Alene Charter Academy views school facility and maintenance issues as an integral part of the quality of education component of the school. However, we do not believe that it is necessary to build special purpose monoliths that have no value outside the world of education. These types of structures (common in education) are very difficult to sell and have little value to other entities. Often you find empty or poorly used and aged buildings that school districts have a hard time disposing of or putting to good use.

The Academy will continue to provide quality facilities that meet the educational programming needs of our mission and the safety of our students and staff while protecting the public trust through wise investment in facilities and maintenance.

Building and Land Statistics:

LAND

NORTH PARKING LOT (.575 ACRES)

Fully developed in 2006

Serves as our main parking lot for visitors, upperclassmen, and some staff

EAST PARKING LOT (.63 ACRES)

Completed 2010

Serves as parking for underclassmen and special events

NORTH ANNEX LOTS (1.028 ACRES)

Developed site includes HS annex, 2 modular buildings and green space

60% of the site is building space, the remainder green space

PRIMARY SITE (4.2 ACRES)

Developed site includes main building, 3 modular buildings, parking, green space and playground

The site is approximately 50% buildings and parking, 50% green space and playground

TOTAL ACREAGE- 6.43

BUILDINGS

MAIN BUILDING (25,700 SF)

- Built in 1994 (17,000sf) as retail space, was remodeled in 1999 for the school
- Remodeled 8 of the first 10 years due to enrollment growth and programming needs
- 14 classrooms including choir, band, and art rooms
- 4 administrative offices, 2 custodial spaces and misc. storage
- 4 student bathrooms and 3 staff bathrooms
- Staff lounge, media room, common space and multi-purpose room

*Replacement cost \$2,830,000

NORTH ANNEX (15,302 SF)

- Built in 1997 as light industrial space, was purchased and occupied in 2008-09
- 7 classrooms, 4 offices, 2 staff prep spaces, conference room and misc. storage
- Multi-purpose room, 2 student bathrooms and 2 staff bathrooms

*Replacement cost \$1,680,000

MODULAR M1-M2 (1,792 SF)

- Built approx. 1971, most recent remodel was 2006.
- 2 classrooms, prep and storage area
- Due to be replaced within the next 5 years

*Replacement cost \$200,000

MODULAR M3-M4 (1,680 SF)

- Built approx. 1971, most recent remodel was 2006
- 2 classrooms
- Due to be replaced within the next 5 years

*Replacement cost \$190,000

MODULAR M5-M6 (1,792 SF)

- Built in 2003
- 2 classrooms, prep area and library

*Replacement cost \$200,000

MODULAR M7-M8 (1,792 SF)

- Built in 2006
- 2 classrooms

*Replacement cost \$200,000

MODULAR M9-M10 (1,792 SF)

- Built in 2006

-
- 2 classrooms

*Replacement cost \$200,000

TOTAL BUILDING SQUARE FOOTAGE- 49,850

*TOTAL BUILDING REPLACEMENT COSTS \$5,500,000

*Replacement costs based on \$110 per square foot rounded to the nearest \$10,000

MORTGAGE INFORMATION

FIVE NOTES HELD BY BANKCDA

BALANCE ON JUNE 30TH, 2014: \$2,132,343

Annual payments are \$238,941.

Terms of all 5 notes are the same, 3.85%, amortized over 30years with a due date in 2021.

The following addresses make up the campus of the Coeur d'Alene Charter Academy:

4904 N. Duncan Drive

4916 N. Duncan Drive

4921 N. Duncan Drive

Coeur d'Alene, ID 83815

The Academy's facility has undergone numerous improvements over the years. The main buildings, formerly a plant nursery (the original building) and a warehouse (the annex), have been modified to accommodate the unique demands of a school. Although the facility will never be described as "state of the art," we do not subscribe to the philosophy that "state of the art" buildings are necessary for excellent education to occur.

Through the years, the Academy has managed its budget in a way that has allowed for additions to, and expansions of the facility. Without the ability that a school district has to levy local taxpayers, charter schools must exercise responsibility in their financial dealings. The Academy maintains a debt load that is manageable and responsible. (See **Appendix D, "Annual Budget"**)

The Academy is centrally located in Coeur d'Alene, and is easily accessed from all parts of the service area. The Academy undergoes a facility safety inspection annually, and addresses any areas of concern. The facility complies with all applicable safety and accessibility requirements. (See **Appendix E, "Facilities Inspection"**)

Administrative Services:

Administrative services shall be provided by the principal, a vice-principal and a business manager.

Both the Principal and the Business Manager are under the supervision of the Board of Directors; the Vice Principal reports to the Principal.

~~The principal shall be directly responsible for implementing the school's academic program, and attaining the stated objectives of academic achievement. The principal shall provide educational leadership designed to nurture a strong relationship among teachers, students, parents and the community. In addition, the principal shall be responsible for hiring, evaluating and terminating classified staff. The principal will observe, evaluate and recommend action to the board regarding the hiring, evaluation and termination of certified staff. The principal is responsible for managing the facilities and creating and maintaining a school climate that is disciplined, orderly and conducive to learning.~~

The Principal is primarily in charge of managing the academic programs, including teacher evaluations, curriculum development, and teacher assignments. In addition, he or she is charged with representing the school to the public and ensuring compliance with Idaho code.

The Vice Principal assists the Principal in supervision of all staff, including teacher evaluations. He or she also functions as the Activities Director.

The Business Manager is in charge of all aspects of the school's financial dealings, as well as facilities maintenance. (See Appendix I, "Organizational Chart")

Each of these administrators has an assistant whose duties, along with those of other office staff, cover such necessities as registrar, receivables and payables, attendance, and school calendar maintenance.

Civil Liability:

~~The Coeur d'Alene Charter Academy is organized and managed under the Idaho nonprofit corporation act. The Board of Directors of Coeur d'Alene Charter Academy shall be deemed public agents authorized by the Idaho Charter School Commission to control the charter school.~~

The Coeur d'Alene Charter Academy may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes as deemed appropriate by the Board of Directors. Its employees, directors and officers shall enjoy the same immunities as employees, directors and officers of a public school. Neither School District #271 nor the Charter School Commission shall have any liability for the acts, omissions, debts, or other obligations of Coeur d'Alene Charter Academy, except as may be provided in an agreement or contract with Coeur d'Alene Charter Academy.

Insurance:

Coeur d'Alene Charter Academy will secure insurance for liability and property loss. Provision for liability and property loss shall be made for general liability, auto liability, professional liability, and directors' and officers' liability in the annual budget. The Commission shall be given a sixty-day notice of cancellation or non-renewal of said insurance.

Tab 3: Educational Program and School Goals (33-5205(3))**Education Thoroughness Standards:****Educational Philosophy**

The Academy will fulfill the thoroughness standards identified in Idaho Code 33-1612. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

- 1) A safe environment conducive to learning is provided;
- 2) Educators are empowered to maintain classroom discipline;
- 3) The basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized;
- 4) The skills necessary to communicate effectively are taught;
- 5) A basic curriculum necessary to enable students to enter academic or professional-technical postsecondary educational programs is provided;
- 6) The skills necessary for students to enter the work force are taught;
- 7) The students are introduced to current technology; and
- 8) The importance of students acquiring the skills to enable them to be responsible citizens of their homes, schools, and communities is emphasized.

The following beliefs and practices comprise the Academy's plan to satisfy the thoroughness standards established by the state of Idaho.

How Learning Best Occurs:

Learning best occurs when students are provided a safe learning environment, highly qualified instructors, and consistently challenging and engaging instruction. The Academy will provide such an environment by meeting the Standards of Thoroughness, as provided in Idaho Code 33-1612. Administration, faculty, staff, and parent volunteers are empowered to maintain discipline in the classroom and the hallways, and are expected to hold students to a high standard, both academically and behaviorally. The Academy's discipline policy is based on the belief that discipline is not something we "do to" students, but something that we hope to instill in them. This is achieved through active teaching of ethical behavior and decision making, coupled with consistent, meaningful sanctions for noncompliance. From the school uniform requirement, to the eligibility policy for field trips and activities, to the work ethic requisite for student success, the Academy promotes citizenship, leadership, determination, and time management. All of these qualities are essential for success after graduation.

Although not a specific course offering, the Academy also instills in its students the tools to successfully compete in post-secondary education or the workplace. By emphasizing the critical skills of written and oral communication, supporting an argument in respectful debate of ideas, and purposeful utilization of technology, we prepare our students for successful integration in whatever post-graduation endeavors they choose to pursue.

Educational Philosophy (a) (33-5205.3.a):**An Educated Person:**

To be educated in the twenty-first century means to have an informed knowledge of the past and to be able to read and reflect on the best that has been written and said about the most important subjects. It implies the ability to express oneself through the written word with clarity and precision and to manipulate the languages of science and mathematics with reliability and validity. An educated person can both apply reason to current problems and recognize its limits. An educated person has at his disposal a broad array of important factual and conceptual knowledge as well as the skills to implement that knowledge successfully. Therefore, the Academy will offer a curriculum that includes a clear and specific core of important knowledge, concepts and skills that all students need to learn. This knowledge will facilitate learning in a full range of disciplines, including the humanities, mathematics, science, music, and the arts.

Educational Program (b) :

The Academy's clearly-defined mission of rigorous, content-rich college-preparatory education is complemented by a commitment to teacher autonomy. Our founding documents speak clearly to this commitment, under the heading of "Academic Freedom." Our philosophy is based on the belief that academic excellence is to be found not in a specific curriculum, but in the hiring of qualified experts in their field of study, given the freedom to develop their own curriculum, based on their own strengths and professional judgment. ~~It is important to note that our students consistently earn the highest test scores in the state, and have earned the Academy national recognition in several major publications.~~

Although each curricular area assumes the delivery of specific academic expectations, there is significant crossover among the disciplines. The Academy encourages all teachers, for instance, to integrate writing, research, and presentation and to teach and require correct research format. In addition, teachers often work together to develop interdisciplinary lessons, furthering this overlap and reinforcement.

The Academy has a written policy statement concerning the selection of educational materials, which makes it clear that all curricular decisions are made by the individual teacher, as long as the teacher ensures that learning outcomes are achieved, Idaho Core Standards are exceeded, and school standards are met.

The written curriculum exists primarily in the form of individual teacher syllabi. Departments are required to establish essential learnings for each class and grade level, but the design of lessons is left to the professional judgment of the teacher. The standards and scope and sequence are examined several times each year to ensure the minimization of redundancy and the maximization of coverage.

Curricular coordination is fostered by semi-monthly all-staff meetings, which alternate with department or grade-level meetings as needed. In addition, Academy staff return from summer break a full week before students for the specific purpose of planning and designing cooperative lessons. Coordination with sending schools is a difficult feat, as the Academy represents a significant academic leap for most students coming from other area schools. The sixth grade is the only level specifically geared to meet the needs of incoming students, although teachers in all grades take efforts to assimilate new students.

Professional staff have the responsibility of developing, evaluating, and revising curriculum to ensure cohesive and effective instruction for all students. Unfortunately, standardized tests provide little useful

information, as Academy students routinely score well beyond established standards. Instead of using standardized testing data, teachers are expected to apply a high degree of professional discretion and collaboration to ensure that students receive quality instruction. Curriculum review, then, is ongoing and based on intimate knowledge of student abilities. The emphasis on teacher autonomy places a high premium on professional judgment, but eliminates much of the need for significant structured time or financial support for curriculum development. When teachers do require financial or other support, administration provides leadership, encouragement, and financial support as necessary.

The overall curriculum, as well as the individual curricula of the different departments and classrooms, is focused on the clear goal of preparing students for success in post-secondary education in the best schools in the country. To this end, the Academy puts great emphasis on challenging students in every period of every day. At the beginning of each school year, teachers are challenged to ask themselves how their class meets this requirement and how it is significantly better than a similar class in any other school.

Every student is expected to rise to the Academy's challenge, and teachers are expected to work diligently to ensure that every student has the chance to succeed. It is important to note, however, that the Academy's standards are high, and that students are required to meet them; the Academy does not lower standards or expectations to ensure that students pass. Rather than lower the bar, our goal is always to raise the student's performance. Students who do not pass a class are required to re-take it until they demonstrate an acceptable level of mastery. In this way, we give students the best chance of success at the next level.

~~As stated, the Academy's delivery of instruction proves that the depth vs. breadth dichotomy is not a dichotomy at all. Students at the Academy learn far more about many more topics than their peers in other schools.~~

~~The Academy provides in house training on curricular issues, using its own staff. An example would be the teacher-led workshops on autism-spectrum students, use of online resources like Moodle and Blackboard, or writing rubrics. With a vast array of expertise within the school walls, outside training is rarely accessed; it is, however, encouraged for those who wish it.~~

~~The Academy's program of study exceeds all state standards, as measured by any means. Graduation rate is consistently at about 100%, with an occasional student failing to meet requirements by the time his or her class graduates; these students typically return the following year, or find another means of obtaining a diploma. The large majority of graduates enroll in post-secondary institutions.~~

The Academy provides an accelerated curriculum that manages to emphasize both breadth and depth. It is our belief that the public education system in our country underestimates the ability of students and asks little of them. We make it a point to challenge students to think, inquire, problem-solve, and develop higher-order thinking from the moment they enter in sixth grade. Testing data indicate that this course of study is very effective at achieving its goals. Anecdotal information from our graduates and their college professors provides strong evidence that, in many cases, we have over-prepared them. A common comment from a graduate is, "College is easy, compared to Charter."

~~Instruction at the Academy leans heavily toward inquiry and debate of ideas. The school's founding documents address this very clearly, citing the respect and embrace of the "indispensable opposition" as a~~

~~crucial element in a quality education. Classes at the Academy require students to form opinions, argue their beliefs, and support their positions.~~

~~Classes in all grades are accelerated in content, pace, and expectations. Our goal is to establish ourselves as the top school in the country, and we plan to achieve this by continuously challenging students and finding new and better ways to do so.~~

~~Students at the Academy are active participants in classroom discussions, as the Academy emphasizes lively debate as a crucial element in a college preparatory education. Inquiry, debate of ideas, and supporting their own arguments are central to the philosophy of the Academy.~~

~~We further believe that the most authentic demonstration of knowledge comes in the form of the aforementioned debate of ideas.~~

Authentic application of knowledge and skills occurs in all classrooms on a regular basis. Math classes are tasked with “discovering” math concepts through problem-solving, social studies classes work to provide solutions to community and world issues, and other disciplines similarly engage students in “real-world” issues that force them to apply learnings to meaningful problems.

One of the tenets of the Academy is the value of respectful debate of ideas, and the importance of the “indispensable opposition.” Students are expected to engage in discussion and debate of big ideas, always with an emphasis on supporting their position. When students are required to not only master coursework, but also to formulate cogent arguments to support their positions, they are demonstrating a depth of understanding that is crucial in post-secondary education and in whatever field of work they may enter.

This very same requirement enables students to achieve a metacognitive understanding of their own work and studies. Students are required to examine their own learning style and beliefs, as well as that of peers. The course of study and the methods generally employed at the Academy might be considered an extended course in epistemology; we encourage students to think, and then to examine why they think the way they do.

The Academy recognizes that students require a varied delivery and a broad range of choices to maximize their educational experience. To this end, it has allowed students to enroll in approved classes at the local college, and has built its master schedule to accommodate this. ~~One significant challenge has been the screening of college classes to ensure that they meet Academy standards; a large number of college classes do not. In order to protect the integrity of an Academy diploma, it is very important that we not allow students to use dual enrollment as an easy path to graduation, and then graduate with students who have overcome the significant challenge of an Academy education. A special stipulation in the dual enrollment policy allows students to take vocational technical courses if the courses are part of an overall course of study toward a career goal.~~

Students are self-directed insofar as they are expected to take responsibility for their own learning and seek out learning opportunities. By and large, the Academy’s philosophy leans more toward the “sage on the stage” model than the “guide by the side” model; that is, we emphasize the importance of direct instruction and “teacher as expert.

The relatively small size of the Academy’s student body fosters a more personalized instructional model than many other schools. Teachers are able to know the strengths and needs of individual learners, and

present lessons appropriately. In addition to in-class adjustments, the daily “study lab” period is provided specifically as a support for students; it is a time when they can get tutoring, work collaboratively on projects, or study. Teachers are available during this time, as well as before and after school to assist students.

The high school curriculum is aligned across disciplines to facilitate cross-curricular connections. This is especially evident in the English and Social Studies disciplines. Ninth-graders study Ancient Literature and History, tenth-graders study European Literature and History, eleventh-graders study American Literature and American History; twelfth graders study the state-mandated U.S. Government and have options for English. Cross-curricular connections happen both by design and by happenstance.

Course of Study: The Academy includes in its requirements a full year of Latin and Civics for all eighth graders. The high school curriculum includes an articulated program of English and Social Studies, as follows:

9 th Grade:	Ancient Literature	Ancient History
10 th Grade	European Literature	European History
11 th Grade	American Literature	United States History
12 th Grade	World (or AP) Literature	United States Government

The Academy’s graduation requirements exceed the state’s graduation requirements; in addition, graduation requirements include two full years of foreign language, beyond the eighth-grade Latin requirement. Elective classes are limited to the arts—Choir, Band, Drama, Visual Arts—and oral communications or debate.

One of the hallmarks of the Academy is the belief in teacher autonomy. Each department, and each teacher within each department, is responsible for setting standards and designing appropriate instruction to reach those standards. As a college-preparatory school, we believe it best to trust our professional staff to make sound academic decisions. Our mission statement is intentionally vague, leaving much to the discretion of the teachers, and allowing each of them to pursue their individual gifts and strengths.

The Academy takes pride in its high expectations for student behavior. We emphasize responsibility and ethical behavior. We enforce these through an aggressive disciplinary policy and teach it in our classes. Student attendance and punctuality are enforced through a clear policy that punishes excessive tardies and absences. Extracurricular activities are not allowed to interfere with the school day. Academic integrity is taught vigorously and enforced from the beginning of sixth grade.

~~The Academy has a thriving National Honor Society group and a student government (ASB) focused on leadership, rather than on organizing activities.~~

In addition, our academic program includes an eighth-grade Civics requirement, which integrates *Project Citizen*, a large presentation project that requires students to identify a social issue and propose a workable solution. Our high school is the only school in North Idaho that participates in *Model United Nations* in Montana.

The Academy's mission drives every significant decision in the school. With a constant emphasis on maintaining a high standard, the Academy has created a culture of academic excellence, both in the school halls and in the community. A common problem in charter schools is the phenomenon of "mission drift," a tendency to lose focus and make compromises in order to please a broad base of customers and demands. The Academy has proactively fought against this phenomenon, and has succeeded in establishing and maintaining a reputation as the top academic school in the region.

Although the area's other public schools have taken measures to offer more advanced learning opportunities for their students, the Academy remains the only public school in the primary attendance zone dedicated exclusively to this mission.

Student Educational Standards (e):

The Coeur d'Alene Charter Academy will develop educational standards that ensure our alumni both obtain and apply the knowledge and skills necessary to compete successfully. The Academy will maintain standards that exceed the Idaho Core Standards at all levels as we seek to graduate literate, responsible citizens who can contribute to their families and communities. Students shall advance based on their mastery of the curriculum. Frequent and regular assessment tools will monitor and report progress, and guide and improve instruction. The assessment used will express clearly the quality of student work and certify that students are meeting standards. Coeur d'Alene Charter Academy shall fulfill the requirements of IC 33-1612 by a thorough, consistent, rigorous application of its curriculum. It is the goal of the Academy to provide a college prep education that equals or exceeds the programs of the finest prep schools in the nation.

Program Goals:

Through its program of rigorous coursework and high expectations, the Academy will:

- Prepare students for success in any post-secondary academic pursuit;
- Instill confidence in its student body that will enable graduates to pursue and conquer future challenges, both academic and otherwise;
- Provide a "value added" educational experience, enabling motivated students to realize outstanding achievement;
- Provide a safe learning environment, where students are free to pursue academic excellence, and where academic success is celebrated.

Research-Based:

The Academy's curriculum and instructional models are not, strictly speaking, based on hard research. The charter school movement is intended to encourage experimentation and innovation—that is, our successes and failures are supposed to BE the research. However, our methods are rooted in the model that has existed for hundreds of years (before state or national standards). This model can be described as follows:

- 1) Set high, objective standards for student achievement based on the professional judgment of highly-qualified teachers;
- 2) Allow the teaching staff the freedom to pursue these standards based on their individual strengths, recognizing that there is no "correct" method of teaching;
- 3) Establish high expectations for student behavior and work ethic;
- 4) Hold teachers and students accountable.

The Academy's results are undeniable. The Academy has been recognized as the highest-performing school in Idaho, and among the elite schools in the nation, according to numerous publications that rank public schools. (See Appendix S, "National Recognition")

Our history of success can reasonably be considered an ongoing action research. In the spirit of the charter school philosophy, we actively and intentionally reject many of the conventions of the failing education system and focus on operating better, smarter, and more efficiently. The success of our model has been documented in an independently-conducted, longitudinal study. (See Appendix G, "Longitudinal Assessment of Student Progress") This study concludes that the longer students attend the Academy, the further they out-perform their peers in other public schools.

Special Education (+):

The Coeur d'Alene Charter Academy will serve children with disabilities by adopting the mandates of the Individuals with Disabilities Education Act, and use the Idaho Special Education Manual for identifying, evaluating, programming, developing individualized education plans, planning services, developing our discipline policy, budgeting, and providing transportation for special needs students, when included in a student's IEP. The Academy will provide a free and appropriate public education to all students. The Academy will hire or contract for special education services with Highly Qualified Special Education Teachers who meet Idaho state requirements.

The Academy will serve children with disabilities in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA). The School Board of the Academy has adopted the Idaho Special Education Manual 2007 and all subsequent revisions. (See Appendix O, "Special Education Manual Adoption")

~~Least Restrictive Environment:~~

The Academy will provide special education and related services to eligible students in the Least Restrictive Environment as identified on each student's IEP.

~~Continuum of Services:~~

The Academy will provide a continuum of services for serving students with disabilities, in accordance with the mandates of IDEA. The IEP team will consider the student's needs and the continuum of alternate placements and related services available to meet those needs.

~~Supplementary Aids and Services:~~

The Academy will provide supplementary services in accordance with IDEA, as determined by the student's IEP team.

~~Related Services:~~

The Academy will provide the necessary services in accordance with IDEA as determined by the student's IEP team.

~~Determining Eligibility:~~

The Academy's evaluation team will determine eligibility for services according to the mandates of IDEA.

~~Research Based Curriculum:~~

The Academy will use scientifically research-based supplemental and replacement curriculum for students with disabilities, as determined by the IEP team, and in accordance with IDEA.

~~Student and parent rights~~

IDEA includes a set of procedural safeguards designed to protect the rights of children with disabilities and their families. The Academy will protect student and parent rights as described in the Idaho Special Education Manual. A locked file will store special education records and staff will be trained in confidentiality requirements.

~~Discipline of students with disabilities~~

Students receiving special education services will be held to high academic and discipline standards, within the scope of applicable federal and state laws. Teachers and administrators will follow the Idaho Special Education Manual to address these issues, including Behavior Intervention Plans (BIPS) for students whose behavior impacts their learning or the learning of others, as determined by administration and the IEP team. When manifestation determinations occur, the Academy will make proactive use of Positive Behavioral Interventions and Supports (PBIS).

~~Contractual Arrangements:~~

When the IEP team determines that a student's academic needs cannot be met on site, the Academy will contract with another agency to provide those services. The Academy will continue to monitor such students' progress.

~~Child Find:~~

The Academy will provide a formal process for evaluating student response to scientifically research-based interventions, consisting of the core components of problem identification, problem analysis, applying research-based interventions, and progress monitoring. A non-discrimination statement will be included in all advertisements for enrollment.

~~Section 504~~

The Academy will comply with all provisions of Section 504 of the Rehabilitation Act.

Limited English Proficiency:

The Academy will provide English language development services for eligible LEP students who enroll, and LEP designation may not be a factor in the enrollment lottery procedures. The Academy will contract the provision of LEP services with providers who meet Idaho state requirements.

Gifted and Talented:

The Academy's accelerated curriculum and mission as they exist are perfectly suited to serving the needs of Gifted and Talented students. Special accommodations are made within the context of the individual classroom, allowing for teachers to challenge students according to their unique talents. The Academy will follow all rules and regulations addressing Gifted and Talented in Idaho code, 33-2001, 33-2003, and IDAPA 08.02.03.999.

Dual Enrollment (s):

According to Idaho Code 33-203(7), dual enrollment shall include the options of enrollment in a regular public school. Students from the Charter Academy shall be allowed to participate in dual enrollment options in the district of their residence provided that student meets eligibility requirements for that program, as specified in 33-203(7), Idaho Code. Opportunities for dual enrollment will be communicated to parents and students through ongoing group and individual conferences with the counseling staff, as well as daily announcements and monthly newsletters.

~~Dual enrollment courses may be taken through another accredited high school or through a postsecondary institution. The parents are responsible for all tuition and fees incurred for dual enrollment courses taken at post-secondary and private secondary schools.~~

It is the intent of the Academy to remain true to the mission statement and deliver the curriculum through highly skilled professional instructors. We will maintain a standard of academic excellence so that a diploma earned at the Academy has significant value. Therefore, classes taken through dual enrollment must meet the Academy standards for rigor and content, as determined by the Principal or his/her designee.

~~1. Courses taken through another high school.~~

Full-time Charter Academy students may take dual enrollment high school courses through another accredited high school during grades 9 through 12.

In most cases, courses taken at another high school while the student is enrolled full time at the Academy, including summer school courses, will not be accepted to meet core graduation requirements and will earn only elective credit at the Charter Academy. At the principal's discretion, the Academy may award credit for a core requirement if the class is needed to graduate and cannot be scheduled at the Academy.

All dual enrollment high school courses must meet the following requirements:

- a. The course is offered by a provider accredited by the organization that accredits Idaho high schools, or an organization whose accreditation of providers is recognized by the organization that accredits Idaho high schools;
- b. The state department of education has verified that the teacher is certificated by the state of Idaho and is qualified to teach the course;
- c. The parent or guardian registers the student for the course through the Charter Academy's normal registration process and the student's parent or guardian makes such enrollment requests no later than 30 days prior to the end of the term immediately previous to the one for which the student is enrolling, or no later than the end of the school year, in the case of a term ending at the end of the school year.

Unless previously approved, all grades earned and credits received for dual enrollment high school courses will be included on the Charter Academy transcript as elective credits.

Concurrent Postsecondary Enrollment:

~~2. Courses taken through an accredited post-secondary institution.~~

Idaho Code 33-203(8) specifies that courses may be taken through a postsecondary institution. The parents are responsible for all tuition and fees incurred for dual enrollment courses taken at post-secondary and private secondary schools.

The privilege of concurrent enrollment through an accredited postsecondary institute may be extended to students who have at least junior standing with a weighted cumulative GPA of 2.5 or higher.

The student must apply to the principal or designee on the approved form signed by the student and parent one month prior to the required enrollment deadline at the other institution. To assist in completing the master schedule, students will notify the principal by the completion of school (approximately June 15) of their intent to dual enroll the following fall.

All full-time students are required to complete at least one core requirement at the Charter Academy during their junior and senior years (core requirements include any courses in English, social studies, math, or science which meet graduation requirements). All concurrent credit courses must be approved by the principal or counselor with designated dual credits courses required to meet specific Charter Academy graduation requirements.

For every semester credit earned at or through a postsecondary institution, the student will earn half a credit at the Academy (e.g. four college semester credits equal two Academy credits). All classes taken outside the Academy will be designated as such on the student's transcript, and grades received by concurrent enrollment will not be included in the student's grade point average. It is the student's responsibility to provide the registrar with documentation of all earned concurrent enrolled credit in the academic year it is obtained. Seniors must provide this documentation by the end of May to ensure credits are in order for graduation.

Tab 4: Measurable Standards, Accreditation, and Accountability

Attainment of Skills and Knowledge:

Academy students are held to very high academic standards. Proficiency on state-mandated tests is the minimum level of expected achievement. Academy teachers are expected to set a high bar for student performance and construct tests that require students to demonstrate mastery. Students who fail to demonstrate command of the material will not be promoted to the next level. Instruction is designed to exceed all state standards; teachers are required annually to certify that they are knowledgeable of the standards, and that their instruction meets or exceeds the standards.

The Academy has been a five-star school since the inception of the star rating system in Idaho, and has achieved this feat by having not only the highest test scores, but exceptional growth. Teachers are expected and required to collaborate by subject area and grade level to ensure consistency in the application of standards and curriculum. Departments examine results to determine instructional issues and address those issues promptly, as well as on an annual basis.

The effectiveness of this model is evident in the consistently high performance of Academy students on all measures of academic performance. An independent longitudinal study found that Academy students experience exceptional growth, and that this growth is magnified the longer the students attend. (**Appendix G, “Longitudinal Assessment of Student Progress”**)

What will it take for a student to be successful at Coeur d’Alene Charter Academy?

The answer to the question is the same thing that enables one to become a pianist, poet, or professional athlete. There is no substitute for hard work! Diligence, perseverance, a refusal to quit, the desire to succeed, and an understanding of the necessity and dignity of labor are all qualities of a highly developed work ethic. We intend to encourage this quality in our students when they demonstrate this attitude toward their studies and highlight the need for those who do not. Coeur d’Alene Charter Academy recognizes that primary responsibility for developing the respect for work and willingness to put forth effort lies with the parents. A highly-developed work ethic is internal, a function of character. Academic achievement is easier for some and harder for others.

In our opinion, and that of many educators at the secondary and college levels, one of the most serious deficits in the preparation of students today is their inability to manage time effectively. For those young people who wish to assume responsible positions in business and academics, it is necessary to develop the skills of self-motivation and time management. We intend to teach our students that understanding and knowledge are available to most of us and made accessible by a combination of effort and time. Because of this, excessive hours spent in part-time jobs or play restricts the time at students’ disposal leaving them at a competitive disadvantage with their peers nationwide.

Our intended workload of approximately one to three hours outside the classroom seems stressful only when compared to the eroded standards we have become accustomed to; this is considered routine today in the better public and private schools worldwide. We happen to believe that the first business of a student is learning. Students who see their personal academic preparation as a full-time occupation gain a distinct advantage over those with whom they compete. Coeur d’Alene Charter Academy will develop students by increasing their capacity for work through a demanding curriculum that lays the foundation for future educational and professional success.

Measurable Student Educational Standards:

As mandated by Idaho Code 33-5209A, the Academy administration sets forth the following criteria for demonstrating accomplishment of mission-specific goals. These goals are intended to encourage and require that our program provide “value added.”

Academic Proficiency Goals: Students at the Academy will demonstrate grade-level proficiency as defined by the state of Idaho, and as measured by the state-adopted standardized test(s).

~~Metric: Academy students, in the aggregate, will perform at or above the state-established threshold to maintain at least a 4-star rating. The Academy will meet state standards for the percentage of students who achieve proficient or better on the state-adopted test(s).~~

~~Metric: The Academy will perform in the top quartile in the state of Idaho on the state-adopted test(s).~~

Goal 1: 90% of Academy students will score proficient or higher on state-adopted test(s).

Goal 2: The Academy will perform in the top quartile in the state of Idaho on the state-adopted test(s) as measured by mean score.

Student Academic Growth Goals: Students at the Academy will achieve growth targets as established by the state of Idaho, and as measured by the state-adopted standardized test(s).

~~Metric: At a minimum, Academy students in the aggregate will meet target growth rates as measured by the state-adopted test(s).~~

~~Metric: The Academy will demonstrate growth rates in the top 50 percent of all Idaho schools.~~

Goal 3: 90% of Academy students will meet target growth rates as measured by the state-adopted test(s).

Goal 4: The Academy will demonstrate growth rates in the top 50 percent of all Idaho schools as a percentage of students meeting state-established growth goals on state-adopted test(s)

College and Career Readiness Goals: Academy students will demonstrate college readiness by performing above the state average on college-entrance exams, such as the ACT and SAT.

Goal 5: 70% of Academy twelfth-graders will achieve “college ready” composite scores on college-entrance exams.

Reporting of Standards:

The Academy completes all required reports to the state and its authorizer, including ~~financial audits, annual reporting of~~ student academic performance, ~~and accreditation status-, and performance toward~~ Measurable Student Educational Standards. In addition, the school produces a “School Profile” for all stakeholders and interested parties. This profile appears on the school’s website and is available upon request through the school office.

Methods of Measuring Student Progress:

Students at the Academy will continue to take all state-mandated tests, just like all public school students in Idaho. This will include the SBAC and/or the ISAT, as well as any other state-adopted or state-mandated testing instrument. All eleventh-graders take the PSAT/NMSQT, and have for many years, even before the state began paying for it. In addition, the Academy has long made it a practice to test all of its seniors with the SAT. As our mission is college-preparatory, these college-admissions tests are a crucial measure of our success in pursuing our mission. Every effort will be made to ensure maximum participation in mandatory testing. Our testing coordinator will track participation and ensure that those who miss school test days are allowed and provided a make-up test day. The Academy has consistently met and surpassed the state's requirement for test participation.

Measurement of Student Progress Toward Standards:

The Idaho Core Standards represent the minimum standards all students at the Academy will achieve in order to graduate. Student progress in meeting the state achievement standards will be measured with the SBAC or any other examination officially required by the State or federal government of all other public school students.

The Coeur d'Alene Charter Academy reserves the right to measure student progress with other standardized testing instruments.

Academy staff has undergone extensive training in the implementation of the Idaho Core Standards, and has in place a program for ongoing professional development to ensure that our teachers understand and effectively apply the standards. Our program has been used as an exemplar at the state level.

The Academy maintains graduation requirements that exceed state requirements. Requirements include two years of foreign language, four years of math, and four years of history. Academy students must earn a minimum of 46 credits to graduate.

Middle level credit advancement requirements:

The Academy has developed clear requirements for middle-school students to advance. These requirements address both individual classes and grade-promotion criteria. In short, students will not progress to the next level in a sequence if they fail a class. In addition, students must pass a majority of their core classes in a given grade and be on target to graduate with their class before they will be promoted to the next grade level. This plan was submitted to, and approved by, the State Department of Education.

Accreditation:

The Academy is accredited for grades 9-12 through Northwest Accreditation Commission (NWAC)/AdvancED. The Board will comply with all accreditation standards established by the state or regional accreditation agency. The Academy completed its five-year accreditation visitation in April of 2012 with high marks and has maintained accreditation requirements since. **(Appendix H, "Accreditation Certificate")** The Academy will continue to participate in annual accreditation meetings, complete annual updates and ongoing improvement, as well as conduct site visitations as mandated by the state and the current accreditation agency. Both administrators have proven understanding of accreditation requirements by participating in site visits at other schools.

Accountability and School Improvement:

The founders, board, and administration of the Academy firmly believe that an essential element of the charter school movement is the risk of closure for any charter school that fails to demonstrate “value added,” or, at a minimum, “value neutral” results. In the event that the Academy does not meet state achievement goals or progress over time, a team comprised of the principal, staff, Board of Directors, and authorizer representative and any other additional inside/outside technical assistance will meet to determine whether the school should be closed or a plan should be developed to address student achievement.

It will be the responsibility of this team with the assistance of the authorizer, to monitor the implementation of any improvement plan for improved learning and teaching and to continue to provide feedback and recommendations for strengthening ongoing student achievement.

The Academy’s administration will attend pertinent State Conferences and subscribe to the SDE weekly e-newsletter to stay apprised of State requirements and policy changes.

If the Academy is required to implement a Turnaround Improvement Plan, the Academy Board will work with an independent consultant to determine the most appropriate staffing model.

Tab 5: Governance Structure, Parental Involvement, Audits
Governance Structure:

Coeur d'Alene Charter Academy, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. **(Appendix A, “Articles of Incorporation,” and Appendix B, “Bylaws”)** The Board of Directors will be the public agents who control and govern the charter school. In addition, The Board of Directors shall be responsible and ensure that the school is in compliance with all applicable federal and state education standards, all applicable federal and state laws, rules, regulations, and policies, as well as the terms and conditions of the charter. **(Appendix I, “Organizational Chart”)**

The Board of Directors will entrust the daily operations of the school to the Principal. The principal shall be directly responsible for implementing the school’s academic program, and attaining the stated objectives of academic achievement. The principal shall provide educational leadership designed to nurture a strong relationship among teachers, students, parents, and the community. In addition, the principal shall be responsible for hiring, evaluating and terminating classified staff. The principal will observe, evaluate and recommend action to the board regarding the hiring, evaluation and termination of certified staff. The principal is responsible for managing the facilities and creating and maintaining a school climate that is disciplined, orderly, and conducive to learning.

The Board of Directors meetings will follow open meeting laws, and public records law, keep accurate minutes, and make the minutes available to the public, according to the bylaws of the charter school.

The Academy will comply with all regulations to ensure that the school meets the terms of its charter and complies with applicable laws. The regulations address performance monitoring through annual school accreditation reports and annual reporting on educational goal attainment.

Idaho law requires charter schools to submit to their authorizer an annual report that contains a fiscal ~~and programmatic~~ audit, a report on student progress based on the school’s identified educational standards, and a copy of the school’s accreditation report. It also requires charter schools to comply with the same financial reporting requirements as school districts.

Governance Capacity:

Academy bylaws dictate that the Board of Directors be comprised of representatives from three groups: educators, members of the public, and Academy parents. Efforts are made to maintain roughly equal representation among these groups. The board is not elected, but self-perpetuating, to ensure continuity and adherence to the school’s mission.

According to the Articles of Incorporation (Appendix A), the number of Directors shall be no fewer than three (3) and no more than fifteen (15).

Governance Process:

Board members serve a three-year term, which expires on November 1. There are no term limits. A process is in place to remove a board member. The process for vetting a potential board member involves soliciting community members from the target sub-population (parents, public, educators) and then arranging interviews between the candidates and the school staff, and then between the candidates and representatives of the board. Once a candidate is approved by both the staff and the board, the candidate is invited to join the board. A majority vote in open session results in the appointment of a new board member.

Board Training:

Members of the board, in cooperation with administration, have produced a “primer” for new board members to facilitate their assuming of board member duties and procedures. Each member of the board is provided a copy of *Charter School Board University*, published by the National Charter Schools Institute, and is encouraged to pursue further training as made available by the State Department of Education, Idaho School Boards Association, the Idaho Charter School Network or other agency. In addition, the at least one member of the Board is encouraged to attend the annual State Charter School Conference with the Principal.

The Academy’s Board of Directors adheres to “The Coeur d'Alene Charter Academy Code of Ethics for Board Members.” All members sign this document upon joining the board, signifying their agreement to uphold the Academy’s ethical standards. **(Appendix P, “Board Ethics”)**

The board and its members will conduct a self-evaluation at least annually at its “annual meeting” in June, using the adopted evaluation forms. (Appendix Q, “Board Self-Evaluation”)

Parental Involvement:

The Board will establish policies to encourage parental involvement. The process to ensure parental involvement may include, but not be limited to:

- Parents receive written materials at the beginning of each school year.
- Parents are encouraged to attend parent-teacher conferences each year.
- Parents are asked to complete a survey during the school year, soliciting input on the academic program, school environment, and the school’s progress.
- Parents are encouraged to participate in numerous events and activities.
- ~~Parents are encouraged to participate in~~ The Parent Teacher Organization (PTO) offers parents the opportunity to volunteer for school projects, programs, and committees.
- Parents are encouraged to attend and participate in the Board of Directors’ monthly board meetings.
- Parents are encouraged to provide an appropriate learning environment at home for study.
- During new-student orientation, the Principal provides recommendations for establishing home support and fostering student success.

The Academy does not utilize parent volunteers within the classroom, nor for handling of any student records. To do so affects the dynamics of the classroom and compromises the confidentiality of student records.

Parents are encouraged to communicate regularly with the school. In turn, the school and the PTO will regularly communicate with the parents.

Audits and Annual Reporting:

The Academy undergoes a financial audit annually, conducted by a qualified, independent CPA. A copy of the fiscal audit is submitted to the SDE, as well as their authorizing body, which is required by the IC33-701 (6) (as required by Idaho Code 33-5210 (3)). ~~The Public Charter School Commission may choose to do an independent audit at the Commission’s expense. An independent audit may be performed as specified (annually) or at such time as revocation of the charter may be initiated.~~

The Academy will comply with all financial reporting requirements, including those stipulated in Idaho Code 33-701. The Academy will ensure fiscal transparency by maintaining a page on the school website that meets or exceeds all code requirements for public access to financial transactions.

Tab 6: Employee Requirements

Qualifications and Certification:

Employment practices shall be governed by the relevant laws of the State of Idaho. These laws include, but are not limited to Idaho Code Sections 33-513 through 33-518, and sections 33-130, and 33-5205 (3) (g) as those sections are now enacted and as they may hereinafter be amended, and the current and future rules of the State Board of Education specifically pertaining to public charter schools.

These practices include but are not limited to hiring, dismissal, contracts, grievance procedures, certification, criminal history check, and personnel records. ~~Educational experience of certified teachers will accrue for service in a charter school as defined by Department of Education IBEDS rules.~~

~~Full-time staff will meet or exceed qualifications required by state law. Staff will be required to possess knowledge and experience consistent with the philosophy, mission, and expectations of this petition.~~

The Academy will hire teachers who possess appropriate certification and meet the highly qualified standards as set by the State of Idaho for both new teachers and teachers who are not new to the profession. All teachers of core academic subjects, including special education teachers, must additionally demonstrate subject matter competence in each core academic subject taught.

The administration will make recommendations to the Board of Directors for approval of instructional staff. Each professional staff member (teachers and administrators) will be on a written contract approved by the Superintendent of Public Instruction according to 33-5206(4).

All employees and volunteers will undergo background checks according to statute.

The Academy will not discriminate on the basis of any criteria prohibited in federal and state mandates.

All substitute teachers must submit to a criminal history check before substituting at the Academy.

Coeur d'Alene Charter Academy's Principal will ensure that the school's employees understand and are able to implement the school's vision upon hiring and through in-service training. All employees will undergo annual performance reviews according to state code.

All employees will receive orientation to, and be responsible for upholding, the Code of Ethics for Idaho Professional Educators. Suspected violations will be reported to the Professional Standards Commission.

Teacher Evaluation:

The Principal and Vice Principal conduct a minimum of two classroom evaluations of each teacher every year, as required in code. Administrators have had or will have received training in the Danielson Framework for Teaching Excellence. The evaluation instrument is aligned with the Danielson model. **(Appendix QT, "Teacher Evaluation Instrument")**

The Academy follows all requirements for working with underperforming teachers, as well as ensuring due process rights as appropriate.

Professional Development:

The Academy provides in-house training on curricular issues, using its own staff. An example would be the teacher-led workshops on autism-spectrum students, use of online resources like Moodle and Blackboard, or writing rubrics. With a vast array of expertise within the school walls, outside training is rarely accessed; it is, however, encouraged for those who wish it. Ongoing professional development occurs throughout the year. ~~Charter Academy staff are expected to provide training to their peers whenever possible.~~ The Academy has adopted a comprehensive Professional Development Plan that integrates technology, best practices, and Core Standards. (Appendix R, “Professional Development Plan”)

Administrative Evaluation:

The Administration is evaluated annually by staff, parents, students, and supervisors, using a state-approved process (**Pending**)

Health and Safety:

The Academy’s Board and administration are dedicated to maintaining a school climate where students, teachers, and visitors feel safe, nurtured, and confident. This culture is achieved by maintenance of facilities, ongoing discussion and training of professional and classified staff, consistent enforcement of discipline policy.

The Charter Academy buildings will be inspected as provided in the Idaho Uniform School Safety Codes (ref. IC Title 39 chapter 80). Following an annual inspection, the charter school shall within 30 days, (1) correct any deficiencies in the inspection report, or (2), if the corrective action requires structural modification, file a written plan with the inspecting agency for the correction at the beginning of the following school year. Coeur d’Alene Charter Academy will comply with all applicable provisions and procedures as outlined in Idaho Code for the health and safety of its staff and student body. The general safety and health standards as outlined under the provisions of the educational occupancies guidelines furnished by the State Department of Education shall apply. (Appendix E, “Facilities Inspection”) The school shall ensure services are provided for adequate record keeping of immunization and health-related services.

To ensure the safety of our employees and students, the Academy will comply with the following health and safety procedures.

1. Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Require that all students have proof of immunization or have a written parental waiver and have a birth certificate or other identification before being enrolled
3. Require that all visitors sign in at the office and receive and wear a visitor’s pass when visiting the school buildings.
4. Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
5. Adopt and implement, where appropriate, policies regarding health, safety and risk management policies, unless otherwise written and adopted by the Board of Directors.

-
6. Contact law enforcement in the event of suspected use or possession of controlled substances or weapons.

Policies will be incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the schools' staff development efforts.

The Academy will follow all the Idaho Content Standards for health and physical education.

School Discipline:

All teachers are empowered to maintain discipline in their classrooms. Protocols include establishing clear expectations for student behavior and consistent sanctions for noncompliance. Students will not be allowed to practice behavior that endangers others or causes a disruption to the teaching or learning process. Violations will result in penalties ranging from refocus to referral to administration. Any issues sufficient to merit a detention or referral will result in the teacher or administrator contacting the student's parent.

The discipline model employed by the Academy is built on respecting the ability and rights of the individual classroom teacher; just as there are many different teaching and learning styles, different parenting styles, and different management styles, there are many ways to maintain classroom discipline. To enforce uniform practices across a diverse teaching staff is to deny these obvious differences and violate the Academy's tenet of respecting professional practices. Therefore, the Academy does not have a school-wide "system" in place, save for the expectation that teachers will manage their classrooms and remove disruptive students to the Principal or Vice Principal's office. The threshold for removing a student from the classroom is as varied as the backgrounds and personalities of the teachers employed at the Academy.

Disciplinary Consequences:

Discipline actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:

- Student conference with principal
- Loss of privileges
- Detention
- Phone call to parent
- Letter sent to parent
- Student and parent conference with Principal
- Suspension from extracurricular activities
- In-school suspension
- Out-of-school suspension
- Referral to Counselor or Student Specialist
- Recommendation to Board for Expulsion

The Principal and Vice Principal determine appropriate consequences for infractions

Suspension Policy

Students will be suspended for one to three days as deemed appropriate by the school administration for offenses that interfere with the learning of other students.

Students will be re-admitted to class once a parental conference with the Principal has been conducted. The Principal, with the administrative team, will design a program for the student to follow upon re-admittance. With each discipline referral thereafter, days of suspension will be increased by one day, until a maximum of five days has been reached. At that time, the student will be referred to the Board for consideration of permanent expulsion since the student is demonstrating a lack of commitment to the values of the established learning community and/or is habitually disrupting the learning of others.

Expulsion Policy

Board may deny attendance at the Academy by expulsion of any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Principal or Board, is such as to be continuously a discipline problem, or who may be harmful to the other students. The Governing Board shall have the right to permanently expel students for disciplinary or attendance reasons. In the event of an expulsion, the Board and administration will conform to all requirements regarding notification, representation, hearings, and documentation.

Any disciplinary issue that results in administrative action will, at a minimum, result in parental contact. If the issue involves possible illegal activities, administration will contact law enforcement.

Suicide Prevention:

The Academy's staff receives a refresher course annually in identifying and reporting of suicidal tendencies among the student body, as well as methods of talking with students in crisis. The online resource "SPAN Idaho" is used in these trainings to facilitate presentation and to ensure that those who deal with students most closely (the teachers) are familiar with the resource. Two trained counselors serve as the primary resource for teachers and students regarding suicide-related issues, and are responsible for facilitating intervention and postvention.

Internet Use Policy:

The Academy has developed and adopted a comprehensive internet use policy, to which students and their parents must agree before being allowed access to school technology. (**Appendix K, "Student Acceptable Use"**)

~~Public Employees Retirement System~~

Employee Benefits:

All qualified Coeur d'Alene Charter Academy personnel will be covered by and subject to the Public Employee Retirement System of Idaho, health insurance, Federal Social Security and Medicare, federal and state employment taxes, unemployment insurance and worker's compensation insurance in accordance with applicable Idaho Codes.

Transfer Rights:

~~Employees of the Academy are not employees of the Coeur d'Alene School District. They may apply to teach in any School District. Teachers at the Academy will not be eligible for an in-district transfer to another school within the Coeur d'Alene School District.~~

Coeur d'Alene Charter Academy is its own Local Education Agency (LEA). No employee transfer rights apply between The Academy and any other school district.

Collective Bargaining:

The Academy's staff and employees will be a separate unit for purposes of collective bargaining.

Written Contract:

All teachers and administrators will be on a written contract as approved by the state superintendent of public instruction. All employees will undergo performance reviews according to state requirements.

Tab 7: Admissions, Discipline, Student Policies
Enrollment Capacity:

The Academy's beginning enrollment in 1999 was approximately 200 in grades 7-10. In subsequent years, grades 11 and 12 were added, and then grade 6. Enrollment capacity is 812 in the current facility, with no expectation that the school will expand or relocate. ~~It is expected that the enrollment caps in individual grades may fluctuate to accommodate "bubbles" or shortfalls from year to year, but the 812 overall cap will remain intact.~~

For purposes of the enrollment lottery, the Academy's board of directors will establish overall and per-grade enrollment caps on an annual basis. The board will set these caps no later than two (2) months before the school's lottery application deadline and will post them on the school's website within five (5) days of the vote that establishes the annual caps.

Admission Procedures:

The Academy does not discriminate against students of a particular race, color, national origin, sex or disability* and will abide by the following admission guidelines. ~~for full-time students. Full-time students are those who take a minimum of four classes per semester at the Academy.~~

1. The board establishes ~~total number of students per each grade level.~~ enrollment caps for each grade level and an application deadline.
2. ~~Children of Academy founders, and full-time returning students and their siblings, and children of full-time employees of the Academy seeking full-time enrollment will be accommodated provided returning students complete course registration forms by the deadline indicated and founders' children and siblings of returning students, and children of full-time employees of the Academy apply by the second Friday in March.~~
3. ~~Applicants in district 271 shall be given priority, followed by applicants outside district 271 but within Kootenai County, followed by applicants residing outside Kootenai County. At the close of the enrollment period (the second Friday in March), where the number of applicants residing within district 271 exceeds the number of openings for a particular grade level, only those applicants within district 271 will be entered into a lottery. Those applicants in the lottery who were not admitted will be placed on a waiting list in the order that their names were drawn from the lottery. Applicants who applied within the enrollment period who live outside district 271 but within Kootenai County will then have their names put into a lottery and placed on the waiting list in the order that their names are drawn. Following this, all other applicants who applied within the enrollment period will have their names put into a lottery and will be placed on the waiting list in the order that their names are drawn. Thereafter, all students who apply after the second Friday in March will be placed on the waiting list based on the date and time the application is received, regardless of the student's area of residence.~~
4. ~~Full-time applicants will take priority over part-time applicants (those requesting fewer than four classes per semester at the Academy) for admission purposes.~~
5. ~~Siblings of newly accepted full-time students who are seeking full-time enrollment will be accommodated provided applications were received by the second Friday in March.~~
6. ~~In addition to submitting an application and as part of the application process, a parent is required to meet with the Academy's principal or designee to discuss the school's mission and expectations. This~~

~~meeting must take place before an accepted student can complete the registration process.~~

- ~~7. The enrollment period for the upcoming academic year will be announced in local newspapers, on the Academy web site, and in the Academy newsletter as appropriate.~~
- ~~8. All applicants will be notified by mail regarding acceptance. Enrollment procedures and forms must be completed by the date specified in the acceptance letter or the applicant will lose his/her space, allowing an opening for the next person on the waiting list. If a new student is unable to attend school within a specified number of days from the start of the year/semester for which he/she was accepted, admission will be denied and the student will need to reapply for a future opening.~~

2.If capacity is insufficient to enroll all pupils who submit a timely application for the subsequent term, then preference shall be given in the following order:

- a. First, for students returning to the Academy;
- b. Second, children of Academy founders and children of full-time Academy employees;
- c. Third, to siblings of pupils already enrolled at the Academy;
- d. Fourth, to applicants residing within the primary attendance area;
- e. Fifth, by random lottery.

Lottery Process:

At the close of the enrollment period (the second Friday in March), where the number of applicants residing within the primary attendance area exceeds the number of openings for a particular grade level, only those applicants from within the primary attendance area will be entered into a lottery. Those applicants in the lottery who were not admitted will be placed on a waiting list in the order that their names were drawn from the lottery. Applicants who applied within the enrollment period who live outside the primary attendance area will then have their names put into a lottery and placed on the waiting list in the order that their names are drawn. Thereafter, all students who apply after the second Friday in March will be placed on the waiting list based on the date and time the application is received, regardless of the student's area of residence.

Enrollment:

~~All applicants will be notified by mail regarding acceptance. Enrollment procedures and forms must be completed. Those admitted must accept their spot in writing by the date specified in the acceptance letter or the applicant will lose his/her space, allowing an opening for the next person on the waiting list. If a new student is unable to attend school within a specified number of five days from the start of the year/semester for which he/she was accepted, admission will be denied and the student will need to reapply for a future opening.~~

*The Coeur d'Alene Charter Academy does not discriminate on the basis of disability in our admission policy, or in providing access to programs or activities to students who, with or without special education or related aids and services, are able to meet the essential standards of the Academy. Students receiving special education services through IDEA or section 504 accommodations will be held to the same academic and discipline standards as other students within the scope of the applicable federal and state laws.

~~**Part-time Students:** The Academy does not discriminate against students of a particular race, color, national origin, sex or disability* and will abide by the following admission guidelines for part time applicants. Part time enrolled students are those who take less than four classes per semester at the Academy.~~

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1. ~~Even after a grade level has reached its allotted number, a student applying for part-time enrollment in that grade can be enrolled in one or more classes depending on space available (e.g. band could accommodate a larger number of part-time enrolled students than other classes).—~~
 2. ~~At the close of the enrollment period (no later than three weeks before the start of school), where the number of part-time applicants exceeds the number of openings for a particular grade level and/or course, a lottery will be conducted and a separate waiting list will be maintained. Applicants in district 271 shall be given priority, followed by applicants outside district 271 but within Kootenai County, followed by applicants residing outside Kootenai County. At the close of the enrollment period, where the number of applicants residing within district 271 exceeds the number of openings for a particular grade level and/or course, only those applicants within district 271 will be entered into a lottery. Those applicants in the lottery who were not admitted will be placed on a waiting list in the order that their names were drawn from the lottery. Applicants who applied within the enrollment period who live outside district 271 but within Kootenai County will then have their names put into a lottery and placed on the waiting list in the order that their names are drawn. Following this, all other applicants who applied within the enrollment period will have their names put into a lottery and be placed on the waiting list in the order that their names are drawn. Thereafter, all students who apply after the enrollment period has closed will be placed on the waiting list based on the date and time the application is received, regardless of the student's area of residence.—~~
 3. ~~Student's entering the Academy as part-time do not fall under the priority enrollment for the following year. A new application needs to be completed each year and will be processed as indicated above.—~~
 4. ~~In addition to submitting an application and as part of the application process, a parent is required to meet with the Academy's principal to discuss the school's mission and expectations. This meeting must take place before an accepted student can complete the registration process.—~~
 5. ~~The enrollment period for the upcoming academic year will be announced in local newspapers and the Academy newsletter as appropriate.—~~
 6. ~~All applicants will be notified by mail regarding acceptance.—~~

~~*The Coeur d'Alene Charter Academy does not discriminate on the basis of disability in our admission policy, or in providing access to programs or activities to students who, with or without special education or related aids and services, are able to meet the essential standards of the Academy. Students receiving special education services through IDEA or section 504 accommodations will be held to the same academic and discipline standards as other students within the scope of the applicable federal and state laws.~~

~~**Exchange Students:** The Coeur d'Alene Charter Academy will accept exchange students based on the following:~~

1. ~~In order to place an exchange student at the Coeur d'Alene Charter Academy, an agency must be listed in the most current Council on Standards for International Educational Travel Advisory List (CSIET).~~

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- ~~2. All exchange students will be enrolled as 11th grade students and are expected to attend the Academy for the entire school year.~~
 - ~~3. No more than four (4) exchange students will be accepted each year. The four openings provided for exchange students will be in addition to the Board approved enrollment numbers for the 11th grade and as such will not reduce the number of 11th grade openings.~~
 - ~~4. No more than one exchange student will be accepted per country, per year, unless the four spots reserved for exchange students have not been filled by June 1.~~

Application and Acceptance

~~The local representative of a sponsoring agency shall submit a written request for an exchange student opening by the second Friday in March. No more than one spot may be requested per agency until after the second Friday in March. If more than four agencies are vying for the exchange spots available, a lottery will be conducted and a waiting list initiated. If openings remain after the second Friday in March, a local representative may submit a request for an additional exchange spot and these will be granted on a first come first served basis. Once the four spots have been reserved, any additional requests will be placed on a waiting list based on the date and time the request is received.~~

~~If an agency is not able to use its placement slot, the local representative should contact the Academy as soon as possible.~~

~~All local representatives who applied for exchange spots will be notified after the second Friday in March as to whether or not they have secured a placement spot. Once secured, the local representative has until June 1 to submit an application on behalf of the exchange student and meet the requirements as outlined below.~~

~~If the local representative fails to provide the information required by June 1, the spot will be awarded to the next agency on the waiting list. In the absence of a waiting list, applications will be accepted on a first come, first served basis, regardless of a student's country of residence and acceptance awarded provided the requirements below are met.~~

Requirements for Foreign Exchange Students Enrollment:

~~The Coeur d'Alene Charter Academy will accept exchange students based on admit foreign exchange students up to the established enrollment cap in the eleventh grade, if the local exchange program representative provides the Academy with the following:~~

- ✓ ~~Proof that the student has the English proficiency needed to function at the Academy, demonstrated by submitting a recent writing sample and receiving a rating of 48 or higher on the SLEP or other equivalent assessment.~~
- ✓ ~~A complete transcript of the student's high school grades, with an English translation. If an application is submitted prior to completion of the student's current school year, the student's sponsoring organization must provide an additional translated transcript reflecting final grades for the current school year as soon as possible.~~
- ✓ ~~The necessary medical history, including any medical/physical restrictions and a recent physical exam with proof of required immunizations.~~

In addition to submitting an application and as part of the application process, one of the host parents is required to meet with the Academy's principal to discuss the school's mission and expectations. This meeting must take place before an accepted exchange student can complete the registration process.

It is the local representative's responsibility, in conjunction with the host family, to be aware of the Academy's start and end dates, and ensure the exchange student has met with the principal, completed registration and paid any applicable fees prior to the first day of school. Exchange students are expected to be in uniform on the first day of school.

Exchange students cannot take classes on a non-credit or audit basis. They are required to do all the work and take all of the tests assigned in each class.

It is the responsibility of the sponsoring organization to provide tutors and/or the necessary assistance required to help exchange students meet acceptable standards.

Exchange students living with host families who have students enrolled at the Academy will not be regarded as siblings.

Exchange students and host families are required to adhere to the policies and regulations of the Academy.

An exchange student will not be allowed to return for a second year.

Enrollment Opportunities:

Enrollment opportunities at the charter academy will be announced at least 4 weeks in advance of the closing date of an enrollment period. Announcement of opportunities will be published in local newspapers, in the school's newsletter and on the school's web site. In addition, the Academy Board of Directors will publish as part of their monthly meetings any consideration of enrollment opportunities.

Public School Alternative:

Because the Academy is a school of choice located within an established public school attendance zone, the alternative to attending the Academy is for students to attend their default public school.

Denial of Attendance:

Coeur d'Alene Charter Academy is committed to a safe learning environment. Student expectations for appropriate behavior are high and will be communicated to both students and parents through the student handbook and upon enrollment.

The Academy will deny attendance to students who pose a continuous disruption of school discipline or instructional effectiveness, has a detrimental influence on the health and safety of other students, or who has been expelled from another school, in accordance with Idaho Code 33-205.

Students may be denied attendance to the charter school for any of the following reasons:

- Being a habitual truant
- Being deemed incorrigible by the school Principal
- Being deemed by the Board of Directors to be disruptive to the school for disciplinary reasons
- Being detrimental to the health and/or safety of other students
- Being expelled from another district

The administration and Board will follow all legal requirements of Idaho Code 33-205 related to the process of written notice, terms of denial, hearings, representation, and all other matters.

Student Handbook:

The Academy has developed and continuously updates a student handbook, which is distributed to students and posted on our website to ensure accessibility. (**Appendix L, “Student Handbook”**)

In addition, the Academy makes available a School Profile for prospective students, curious community members, and post-secondary institutions. (**Appendix M, “School Profile”**)

Tab 8: Business Plan, Transportation, School Lunch
Business Plan:**Business Description:**

The Coeur d'Alene Charter Academy is an educational institution organized and managed under the Idaho nonprofit corporation act. The Board of Directors of Coeur d'Alene Charter Academy shall be deemed public agents authorized by the Idaho Charter School Commission to control the charter school.

The Coeur d'Alene Charter Academy maintains financial records that conform to generally accepted accounting principles of the United States of America and the State of Idaho. We will continue to do so. As required by the State of Idaho, we submit an annual independent financial audit report; an IFARMS report; all other required supplemental reports; and, the required monthly financial statements to our Board of Directors. Our statements reflect the standards established by GASB (Governmental Accounting Standards Board). In our 15 year history there have been no exceptions, misstatements or other conditions that necessitated disclosure by our independent auditors. We will continue to maintain this standard of financial reporting in order to inform all stakeholders of our financial condition and provide assurance that we are a financially viable institution.

Marketing Plan:

The Academy will advertise enrollment periods in local newspapers and Chamber of Commerce publications, on our website, and on our street-side reader board. All of these but the newspaper are available free of charge, and are therefore accessible to the general public, including low-income community members. After many years of successfully serving the community, we do not plan to do extensive marketing, relying more on word-of-mouth advertising. Waiting lists in recent years indicate that the community is aware of the Academy.

Publicizing school successes is also an effective form of marketing. The Academy will maintain a presence on social media, including our school website, facebook, and twitter, ensuring that followers and curious media users have the opportunity to gain an understanding of our programs and keep abreast of Academy news, deadlines, and issues.

Board Members**Management Plan:**

The Academy Board of Directors is comprised of community members, educators, and Academy parents. We take some effort to ensure a variety of background experiences, as well. Our current board is comprised of a lawyer, the manager of a local business, a retired teacher, a stay-at-home mother (formerly an oncology nurse), and an engineer. **(Appendix N, “Board Resumes”)**

The Board is responsible for forming and adopting policy, as well as supervising the Principal and business manager. They are the ultimate authority in the hiring and dismissal of certified staff, generally acting on the recommendation of the Principal.

The Principal answers to the Board and supervises the certified staff, as well as his/her administrative assistant. He or she is responsible for the day-to-day operations of the school, including maintaining the academic program and ensuring a safe learning environment. He or she also bears primary responsibility for school communications with the media, State Department of Education, and the community.

The Business Manager answers to the Board and supervises the support staff and custodial staff. He or she manages the school's finances and the physical plant, making recommendations to the Principal and the Board on wide-ranging issues related to these responsibilities.

The Vice Principal answers to the Principal and supervises his or her administrative assistant. He or she also serves as the Activities Director, planning and managing all extra-curricular and co-curricular activities; in this capacity, he or she supervises all coaches and activity advisors. The Vice Principal assists the Principal in carrying out his or her duties and assumes the role of Principal when the Principal is absent from the building. (See Appendix I, "Organizational Chart")

Financial Oversight Plan:

The Coeur d'Alene Charter Academy Board of Directors employs a CFO/Business Manager with a BA degree in Accounting/Business Administration to provide appropriate, qualified fiscal management of all Academy business. Policies and procedures are promulgated by the CFO and approved by the Board in an open, monthly meeting, wherein the CFO provides a clear report of all financial matters and answers all questions from the Board. The CFO provides an annual review of legislative action during the legislative session. New policies and procedures are brought to the Board in order to maintain school policy in compliance with any State laws that may require it. All policies necessary for detailed and complete maintenance of financial records are in place and conform to generally accepted accounting principles of the United States of America and the State of Idaho. The CFO will make all records available for an annual independent financial audit report; produce an annual IFARMS report; all other required state supplemental reports; and, the required monthly financial statements to our Board of Directors. All appropriate statements will reflect the standards established by GASB (Governmental Accounting Standards Board). We will continue to maintain this standard of financial reporting in order to inform all stakeholders of our financial condition and provide assurance that we are a financially viable institution.

In our 15 year history, there have been no exceptions, misstatements or other conditions that necessitated disclosure by our independent auditors. We will continue to maintain this standard of financial reporting in order to inform all stakeholders of our financial condition and provide assurance that we are a financially viable institution.

Fundraising and Grant Writing:

The Academy has developed an annual cycle for major fundraising activities to supplement its primary funding source. In addition to in-house fundraising efforts, the Academy has contracted with a professional grant writer in the past, with little success. We continue to seek out grant opportunities as appropriate, and to work through the state's Charter School Network to develop new funding streams.

Transportation:

The Academy does not provide transportation services to its students. As a school of choice, our practices are consistent with those of ~~the local district policy of not providing transportation to students who choose to attend any school other than the public school to which their zoning would send them~~ other public schools that students might choose to attend other than those for which they are zoned. In the event that a special-needs student's IEP require transportation, we will ensure that transportation is provided, according to state and federal law.

At registration time, families are informed of the limited public transportation available. In addition, the PTO assists families in finding workable carpools to assist with transportation difficulties.

No plan is in place to offer or consider offering transportation in the future.

Food Service:

Like many other charter schools, the Academy lacks the facility to provide food service and therefore does not participate in the federal hot lunch program. As an LEA, the Academy solicits data from families regarding Free and Reduced, but with limited response. Our active parent organization does arrange to make lunches available through contracts with independent local providers. The vast majority of our students provide their own lunches. The Board does not have plans to consider offering a lunch program.

Tab 10: Business Arrangements, Community Involvement, School Choice

Purchased Services

Business Arrangements:

As with any business that has successfully grown over 15 years, we have a vendor list of several thousand business arrangements. A brief list of those companies follows:

Banking

We have outstanding banking relationships with four institutions: Mountain West Bank, Washington Trust, Inland Northwest Bank, and Bankeda. Our current investment, checking and loan needs are being met by all four banks.

Construction trades

The school has done three major remodel jobs, two new projects, five modular building projects and several smaller jobs. These projects have included some of the following firms: Miller-Stauffer Architects, Scott Rice Architects, Northwest Engineering, Shelter Associates, Ginno Construction, Small's Construction, CDF Landscaping, and others.

Supplies/Equipment

Interstate Office Supply, Staples, Office Max, CDW-G, InSight, Fred Meyer, Costco, Caxton, Follett, McGraw-Hill, Pearson, Barnes and Noble, Hastings, Amazon, Walter Nelson, Lowes, Neopost, Ricoh, and others.

Services

Advanced Benefits, Blue Cross of Idaho, Idaho School District Council, Avista, Kootenai Electric Co-op, Charles Dodson Attorney, Anderson Brothers CPA, Magnuson-McHugh CPA, TimeWarner, Coeur d'Alene Press, Herff Jones, Commercial Printing, Walsworth, AlSCO, Spokane Uniform House, Columbia Electric Supply, Moon Security Service.

The Academy will contract for Special Education services as necessary. The Academy faithfully fulfills all requirements for serving special-needs students, using properly certified personnel. We will secure the services of such personnel to provide services on an as-needed basis annually. We have positive working relationships with other area charter schools, and may, as a group, retain a Special Education specialist.

We maintain ongoing arrangements with North Idaho College to provide enrollment options for our students, including classes at the college campus and classes taught by Academy teachers.

Community Involvement:

St. Vincent De Paul has recognized the Academy as the largest single donor to its annual holiday food drive. Each year, Academy families contribute between 1.5 and 2 tons of food to this cause.

The Academy participates annually in the *Festival of Trees*, a holiday community fundraiser for Kootenai Medical center, by sending its choirs to entertain audiences.

Academy administration maintains a membership in the Sunrise Rotary, which provides annual scholarships to our seniors and names a "Student of the Month," recognizing top Academy juniors and seniors and providing a showcase of our talented students.

The Academy's Jazz Band provides entertainment one Thursday every month at *The Fedora*, a local restaurant.

The Principal has been invited to speak before numerous organizations, including Kiwanas, Sunrise Rotary, Kootenai County Republicans, Kootenai County Democrats, Reagan Republicans, Pachyderm Club, Hayden Lake Rotary, and Leadership Coeur d'Alene, to name a few.

School Choice:

The Academy maintains membership in the Idaho Charter School Network, which advocates for school choice throughout the state. Two Academy administrators have served on the executive board of ICSN.

Academy administration has testified numerous times before the Idaho legislature in support of school choice and related issues.

Administration cooperates with other area charter schools to offer support and to identify shared concerns.

The Principal has been invited numerous times by the Montana Family Foundation to testify before the Montana legislature in support of charter school legislation. This included a one-hour exclusive presentation to members of both chambers as an expert.

The Academy offered its entire high school core curriculum via the Idaho Education Network (IEN) in support of the state Superintendent's initiatives and school choice.

Academy students are allowed numerous dual enrollment and concurrent enrollment opportunities, including IDLA, IDEA, and North Idaho College.

Termination:

In cases of termination, the Governing Board of Coeur d'Alene Charter Academy is responsible for the dissolution of the business and affairs of the school. Coeur d'Alene Charter Academy will fully cooperate with the authorizing body for the dissolution, complying with established processes and policies of the Charter School Commission and the state of Idaho. All personnel records will be sealed and returned to employees using all available means to determine current addresses.

All records of students will be immediately transferred to the district of their residence Coeur d'Alene School District 271. **Appendix U, "Student Records Agreement"**) All students will receive written notice of how to request a transfer of student records to a specific school. Coeur d'Alene Charter Academy will accommodate student record requests from schools outside of the Coeur d'Alene School District for up to one year after dissolution. Past students will be notified of the process of requesting records by letter to the last known address and an e-mail to the last known e-mail address of parents/guardians.

Upon the dissolution of Coeur d'Alene Charter Academy, remaining assets will be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the Public Charter School Commission. purchased using non-federal funds will be liquidated for use in paying creditors. All remaining assets purchased using federal funds will be returned to the Charter

School Commission for redistribution. Funds sufficient for a final, independent fiscal audit will be set aside prior to dissolution proceedings.

Per statute (33-5212), all other assets remaining after this process is complete will go to the state to be distributed to the public income fund.

October 9, 2014

APPENDIX

FILED

ARTICLES OF INCORPORATION

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OF

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SECRETARY OF STATE
STATE OF IDAHO

COEUR D'ALENE CHARTER ACADEMY, INC.

SECRETARY OF STATE
STATE OF IDAHO

The Articles of Incorporation of COEUR D'ALENE CHARTER ACADEMY, INC., a non-for-profit corporation, are hereby stated:

ARTICLE I

NAME

The name of the Corporation (hereinafter called the "corporation") is COEUR D'ALENE CHARTER ACADEMY, INC.

ARTICLE II

DURATION

The corporation shall exist perpetually.

ARTICLE III

PURPOSES AND POWERS OF THE CORPORATION

This corporation does not contemplate the distribution of dividends to its Directors. The specific primary purposes for which it is formed are as follows:

3.1 To operate a charter school in accordance with the charter school laws of the State of Idaho.

3.2 To do and engage in any and all lawful activities that may be incidental or reasonably necessary to any of the foregoing purposes, and to have and exercise all other powers and authority now or hereafter conferred upon a non-for-profit organization.

PROVIDED, that in all events and under all circumstances, and notwithstanding merger, consolidation, reorganization, termination, dissolution or winding up of this corporation, voluntary or

C125244

October 9, 2014

involuntary or by operation of law, the following provisions shall

apply:

1. This corporation shall never be operated for the primary purpose of carrying on a trade or business for profit.

2. No part of the net earnings shall inure to the benefit of or be distributable to its Directors, trustees, officers, members or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this Article III.

3. The powers and purposes of this corporation shall, at all times, be so construed and limited as to enable this corporation to qualify as a non-for-profit organization, and existing under Chapter 3, Title 30 of the Idaho Code, and it shall have all power and authority as set forth in Section 30-3-24 of Idaho Code, and all other applicable sections of the Idaho Code.

Upon the dissolution of this Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code (or corresponding section of any future tax code), or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed by the Court of common pleas of the county in which the principal office of the organization is then located, exclusively for such

October 9, 2014

purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE IV

The location and street address of the first registered office is 1424 Sherman Avenue, Suite 100, Coeur d'Alene, Idaho 83814.

ARTICLE V

The name of the first registered agent is WILLIAM PROSER.

ARTICLE VI

The Corporation is organized upon a non-stock and non-profit basis. The amount of assets of this Corporation is:

Real Property	\$ 0.00
Personal property	\$ 1.00

This Corporation is to be financed and operated under the following general plan: by the receipt of tax money and private donations in accordance with the charter school laws of the State of Idaho..

ARTICLE VII

The name and address of the incorporator is as follows:

WILLIAM PROSER	850 Kidd Island Road Coeur d'Alene, ID 83814
----------------	---

ARTICLE VIII

The names and addresses of the initial Board of Directors are as follows:

NORMAN L. GISSEL	1424 Sherman Avenue Coeur d'Alene, Idaho 83814
------------------	---

ARTICLES OF INCORPORATION -23 -

Robert McFarland, M. D.	700 Ironwood Drive Coeur d' Alene, Idaho 83814
Betty McLain	3080 E. Springview Drive Coeur d' Alene, Idaho 83814
Alan Golub	P.O. Box 968 Hayden Lake, Idaho 83835
Robert Nelson	14250 Strahorn Road Hayden Lake, Idaho 83835
Karen Hanks	W. 610 Hubbard Coeur d' Alene, Idaho 83814
Gayne Clifford	6495 Yellowstone Trail Coeur d' Alene, Idaho 83814
Constance Faller	2102 N. Fairway Drive Coeur d' Alene, Idaho 83814
Matt Lyman	2913 W. Fairway Rd. Coeur d' Alene, idaho 83814

Article IX

- A. The Directors of this Corporation shall consist of not less than three (3) persons, nor more than fifteen (15) persons, whose terms may, but need not be, concurrent.
- B. The initial Board of Directors shall be selected by the incorporator. They shall be (9) in number. Seats "A", "B", and "C" shall hold office for an initial period of one year. Seats "D", "E", and "F" shall hold office for an initial period of two years. Seats "G", "H", and "I" shall hold office for an initial period of three years. Upon the expiration of the terms of office of the original Board of Directors, the terms of office of such Director shall be three years.
- C. Any Director may resign by tendering his resignation to the remaining Directors, and he may be removed as a Director either with or without cause by the vote or written

ARTICLES OF INCORPORATION

assent of a majority of the remaining Directors after the term of all of the original directors has expired.

D. If a vacancy shall occur among the Directors of this Corporation as a result of death, resignation, removal, or otherwise, such vacancy shall be filled by the vote or written assent of a majority of the remaining Directors, or, in the event of a majority of the remaining Directors failing to agree upon a person to fill such vacancy, then in the manner provided by the laws of the State of Idaho. A person selected to fill such vacancy shall be a Director for the period specified in the resolution or written assent pursuant to which he is selected or until his death, resignation, or removal prior to the expiration of such period.

ARTICLE X

This ^{IS} not a membership corporation. The manner of selecting directors and conducting the business of the corporation shall be established by the By-laws.

The undersigned incorporator signs his name this 10TH day of AUGUST, 1998.


WILLIAM PROSER

BY-LAWS
OF
COEUR D'ALENE CHARTER ACADEMY, INC.
A Non-For-Profit Corporation

ARTICLE I

NAME

The name of the corporation shall be COEUR D'ALENE CHARTER ACADEMY, INC., and it is sometimes referred to in these By-Laws as the Corporation.

ARTICLE II

PURPOSES

The purposes for which the corporation is formed are those set forth in its Articles of Incorporation, as from time to time amended. The Corporation is not formed for pecuniary or financial gain, and no part of the assets, income, or profit of the Corporation is distributable to, or inures to the benefit of its directors or officers.

ARTICLE III

SEAL

Section 1. The seal of the Association shall have inscribed thereon the name of the Association, the year of its organization and the words, "Non-Profit Corporation, Idaho".

Section 2. The Secretary of the Association shall have custody of the seal.

BY-LAWS OF COEUR D'ALENE CHARTER ACADEMY, INC. - I -

ARTICLE IV

FISCAL YEAR

The fiscal year of the Association shall begin on January 1, and end December 31.

ARTICLE V

DIRECTORS

Section 1. Selection.

The initial Board of Directors shall be selected as set forth in Article IX, subsection B, of the Articles of Incorporation.

Following selection of the initial Board of Directors, the Board of Directors shall select from among the Board of Directors a Nominating Committee which shall meet periodically and when the terms of the Board members expire or when a vacancy otherwise occurs. The Nominating Committee shall recommend at least one (1) candidate and not more than three (3) candidates to fill the vacated position. The Board may select from the candidates recommended by the Nominating Committee, ask the Committee for new candidates, and any Director may place a name in nomination at any time.

All Directors selected shall share the educational philosophy of the COEUR D'ALENE CHARTER ACADEMY, INC.

The proposed candidate shall be drawn from three (3) groups of people: parents of Charter School students; educators; and civic volunteers in Kootenai County. Recognizing that one person could be a representative of all three groups, the Nominating Committee and the Board itself shall try to maintain a balance on the Board from the three groups.

Section 2. Board Conduct.

The Board of Directors shall conduct their affairs in a manner consistent with Idaho laws concerning governmental entities.

Section 3. Board Powers.

A. The Board shall have all the powers vested in it by the laws of the State of Idaho, including the Charter School Enabling Act as it is from time to time amended and all the powers vested in it by the Idaho Nonprofit Corporation Act, and including the power to set educational policies for the Academy.

B. The Board of Directors shall adopt rules and regulations for the conduct of the affairs of this corporation and of its members not inconsistent with these By-Laws, shall appoint such standing committees as are provided for in Article VII of these By-Laws, and may appoint such special committees from time to time as may be necessary and convenient.

C. A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board. The Board of Directors may, by its own rules and regulations, regulate and fix times for regular and/or special meetings, and may further provide the manner and mode of giving notices thereof.

D. The act by a majority of the Directors present at any meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these By-Laws.

ARTICLE VI

OFFICERS

Section 1. The officers of the corporation shall be a President, Secretary, and Treasurer. The Board of Directors shall,

BY-LAWS OF COEUR D'ALENE CHARTER ACADEMY, INC. - 3 -

immediately following each annual meeting of the voting members, select a President/Principal who shall not be a member of the Board of Directors and a Secretary and a Treasurer who shall be members of the Board of Directors who shall hold each such office for the ensuing year. The offices of Secretary and Treasurer may be held by the same person. An Assistant Secretary may be appointed if desired by the Board to undertake such duties as may be delegated to him or her.

Section 2. Any officer elected or appointed by the Board of Directors may be removed by the Board whenever in its best judgment the interest of this corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed. Such removal shall be in conformity with the provisions of Section 30-1-51, Idaho Code. Any director may be removed at a special meeting called for that purpose as provided in Section 30-1-39 of the Idaho Code.

Section 3. Any vacancy in any office caused by death, resignation, removal, disqualification, or otherwise may be filled by the Board of Directors for the unexpired portion of the term.

Section 4. The President shall be the principal executive officer of this corporation and shall, in general, supervise the management of the business and affairs of the corporation. He shall be present at all meetings of the Board of Directors. He may sign with the Secretary or any proper officer of the Corporation authorized by the Board of Directors, any deed, mortgages, bonds, contracts, or other instruments which the Board of Directors have been authorized to execute, and in general he shall perform all duties incident to the office of the President, and such other

BY-LAWS OF COEUR D'ALENE CHARTER ACADEMY, INC. - 4 -

duties as may be prescribed by the Board of Directors from time to time.

Section 5. If required by the Board of Directors, the Treasurer shall give bond for the faithful performance of his or her duties in such amount as the Board of Directors shall determine. He or she shall have charge and custody of and be responsible for all funds and securities of the corporation, receive and give receipts for monies due and payable to the corporation and in general perform all duties incident to the office of Treasurer.

Section 6. The Secretary shall keep the minutes of the meetings of the voting members and of the Board of Directors in one or more books provided for that purpose, see that all notices are duly given in accordance with the provisions of these By-Laws and as required by law, be custodian of the corporate records and the seal of the corporation, and see that the seal of the corporation is affixed to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with these provisions, keep a register of the post office addresses of each Directors and in general perform all duties which are incident to the office of Secretary, and such other duties as may from time to time be assigned to him by the President or by the Board of Directors.

ARTICLE VII

COMMITTEES

Section 1. The Board of Directors shall appoint the following standing committees and delegate such authority to them as is consistent with their stated responsibilities and desirable for the

BY-LAWS OF COEUR D'ALENE CHARTER ACADEMY, INC. - 5 -

best conduct of the affairs of the corporation, but such action shall not operate to relieve the Board of Directors of any responsibility imposed on them by law.

Section 2. Standing Committees:

A. Finance and Planning Committee. This committee shall be responsible for advising the Board of Directors regarding all financial matters of the corporation including long-range planning, and the proper operation, maintenance, management, and development of any facilities and activities of the corporation, and shall recommend to the Board of Directors by March 1 of each year a consolidated budget for the ensuing school year. Except under extraordinary circumstances, this committee will recommend a budget balancing anticipated income and expenditures.

This committee shall be comprised of a chairman appointed from the Board of Directors by the Directors and two (2) other members who shall be Board members.

B. Education Excellence Committee. This committee shall be responsible for advising the Board of Directors regarding ways in which the COEUR D'ALENE CHARTER ACADEMY may improve the academic and intellectual excellence of our students.

C. Scholarship Committee. This committee shall be responsible for identifying scholarships for the students at institutions of higher education and to advise and assist students and their parents in applying for such scholarships.

D. Fund Raising Committee. This committee shall be responsible for fund raising and grant applications for the COEUR D'ALENE CHARTER ACADEMY, including the creation of a separate free-standing foundation and other related activities and to report to

BY-LAWS OF COEUR D'ALENE CHARTER ACADEMY, INC. - 6 -

the Board from time to time and no less than semi-annually of its activities.

Section 3. Each standing committee set forth in Section 1, paragraphs B, C, and D above, shall be chaired by a member of the Board of Directors. It is not necessary that members of these committees shall be Directors.

Section 4. The Board of Directors, by resolution adopted by a majority thereof, may designate such additional committees as it may consider necessary and desirable for the proper conduct of the affairs of this corporation, and shall have full discretion as to the composition, term and authority of committees so appointed, but the designation of such committees or delegation thereto of authority shall not operate to relieve the Board of Directors of any responsibility imposed upon them by law.

Section 5. All standing committees and other committees authorized by these By-Laws or appointed by the Board of Directors as permitted by these By-Laws shall, by their own rules and regulations, organize and conduct and operate their own committee in a manner not inconsistent with these By-Laws, the rules of the Board of Directors, or the requirements of the law.

Section 6. The Board of Directors may by two-thirds (2/3s) affirmative vote remove any committee member from office with or without cause.

Section 7. The President with the advice and consent of the Board of Directors may appoint successors to serve out the unexpired term of any committee member who may resign, be removed, or be-disqualified from holding office or vacate his office for any reason whatsoever.

BY-LAWS OF COEUR D'ALENE CHARTER ACADEMY, INC. - 7 -

ARTICLE VIII

CONTRACTS, CHECKS, DEPOSITS AND FUNDS

SECTION 1: The Board of Directors may authorize any officer or officers, agent or agents of the corporation, in addition to the officer so authorized by these By-Laws, to enter into any contract or to execute and delivery any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances, but such action shall not operate to relieve the Board of Directors of any responsibility imposed on them by law or by these By-Laws.

SECTION 2: All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers, or agent or agents of the corporation and in such manner as shall be from time to time determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instrument shall be signed by the Secretary, or Secretary and Treasurer if held by one individual, and countersigned by the President or Vice-President of the corporation.

SECTION 3: All funds of this corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may direct or select.

SECTION 4: The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or device for the general purposes or for any special purposes of this corporation.

BY-LAWS OF COEUR D'ALENE CHARTER ACADEMY, INC. - 8 -

ARTICLE IX

AMENDMENTS

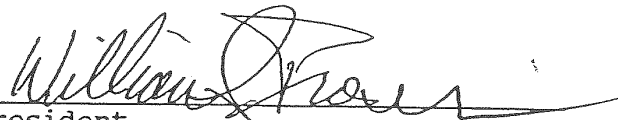
SECTION 1: These By-Laws may be amended, modified, or repealed by a majority vote of all Directors present at any regular or special meeting of the Directors.

SECTION 2: Within thirty (30) days following any meeting at which these By-Laws are amended, copies of said amendments shall be made available to the Directors. Copies of the full By-Laws as amended shall be prepared annually and made available on request to the Directors not less than sixty (60) days prior to beginning of the school year of the Academy.

ARTICLE X

RECORDS

All books and records of the corporation may be inspected by any Director or his agent for any proper purpose and at any reasonable time.


President

ATTEST:


Secretary

October 9, 2014

APPENDIX

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **SEP 10 1999**

COEUR D'ALENE CHARTER ACADEMY INC
711 W KATHLEEN AVE
COEUR D'ALENE, ID 83815

Employer Identification Number:
82-0509670
DLN:
17053173015039
Contact Person:
ZENIA LUK ID# 31522
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Form 990 Required:
No
Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Letter 947 (DO/CG)

October 9, 2014

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COEUR D'ALENE CHARTER ACADEMY INC

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

The law requires you to make your annual return available for public inspection without charge for three years after the due date of the return. You are also required to make available for public inspection a copy of your exemption application, any supporting documents and this exemption letter to any individual who requests such documents in person or in writing. You can charge only a reasonable fee for reproduction and actual postage costs for the copied materials. The law does not require you to provide copies of public inspection documents that are made widely available, such as by posting them on the Internet (World Wide Web). You may be liable for a penalty of \$20 a day for each day you do not make these documents available for public inspection (up to a maximum of \$10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form

Letter 947 (DO/CG)

October 9, 2014

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COEUR D'ALENE CHARTER ACADEMY INC

990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

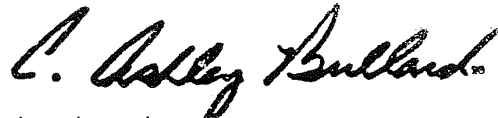
You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

A handwritten signature in black ink, reading "C. Ashley Bullard". The signature is written in a cursive style with a large, stylized "C" and "A".

District Director

Enclosure(s):
Addendum

Letter 947 (DO/CG)

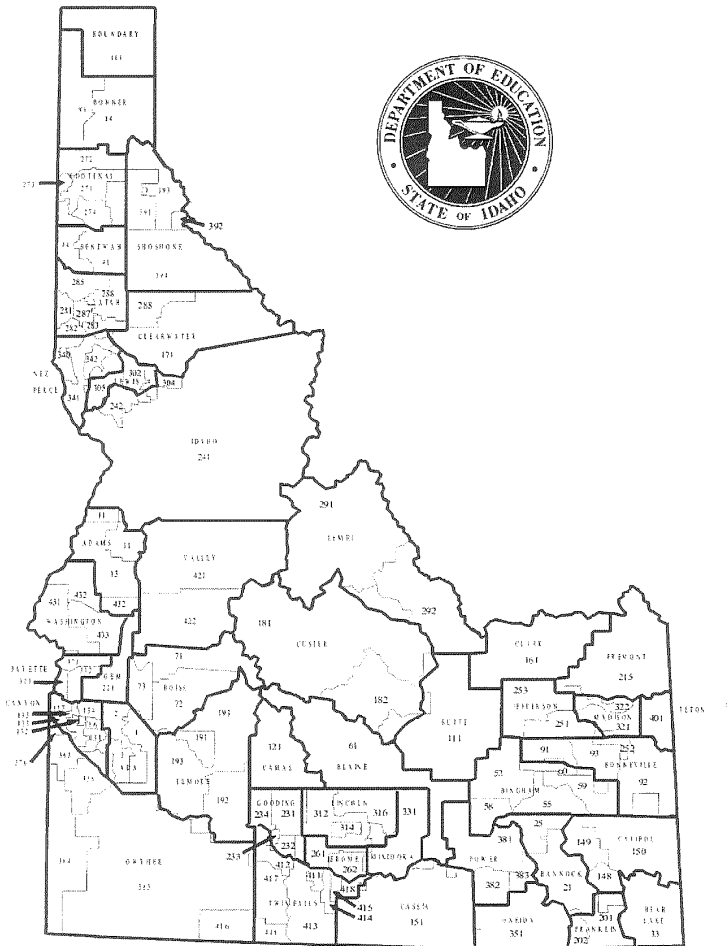
October 9, 2014

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COEUR D'ALENE CHARTER ACADEMY INC

If, and/or, when your charter agreement with the State of Idaho comes to an end, or is terminated, you will need to contact the Internal Revenue Service to determine what effect, if any, such a change will have on your exempt status under section 501(c)(3) of the Code. Your being excused from the provisions of Revenue Procedure 75-50, and the annual filing of Form 990 are contingent upon you maintaining your charter agreement with the state.

Letter 947 (DO/CG)



SCHOOL DISTRICT BUDGET

2014 – 2015

Coeur d'Alene Charter Academy

Name of School District

#491

School District Number

Kootenai

County

Tom Luna

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, 83720-0027

CODE	CONTENTS	BUDGET INCLUDED*
GENERAL FUND		
100	General M & O	X
SPECIAL REVENUE FUNDS		
220	Forest Reserve Fund	
230-239	Special Project (Local)	
240-249	Special Project (State)	X
250-289	Special Project (Federal)	X
290	Child Nutrition Fund	
DEBT SERVICE FUNDS		
310	Bond Redemption & Interest Fund	
CAPITAL PROJECT FUNDS		
410	Capital Construction Project Fund	X
420	Plant Facilities Fund	X
430	Plant Facilities Fund - School Bldg Main - Student Occupied Fund	
ENTERPRISE FUNDS		
510	Enterprise Fund	
INTERNAL SERVICE FUNDS		
610	Internal Service Fund	
710/720	Trust Funds	X


* Indicate with an asterisk which reports are included in this document.

2014 - 2015 SCHOOL BUDGET

This document represents the Board of Trustees' estimate of revenues, proposed expenditures and the fund balances of available school funds for the 2014 - 2015 fiscal year. The planning, preparation and presentation of the budget has been directed by the Board of Trustees and the use of these resources will enable the school district to accomplish its goals and objectives for the school year.

In compliance with Section 33-801, Idaho Code, and the policy of the State Superintendent of Public Instruction, this document has been presented at a public hearing in the school district on June 16th, 2014 and the Board of Trustees formally adopted this budget on June 16th, 2014.


SIGNED:


 SUPERINTENDENT/CHARTER SCHOOL ADMINISTRATOR

A. Glenn Mabile
 CONTACT PERSON (PLEASE PRINT)

gmabile@cdacharter.org
 EMAIL ADDRESS

208-676-1667
 PHONE NUMBER


 CHAIRPERSON OF THE BOARD

Coeur d'Alene Charter Academy
 SCHOOL DISTRICT/CHARTER NAME

16-Jun-14
 DATE

Copy on file in the Office of the
 Superintendent of Public Instruction

SUMMARY STATEMENT 2014 - 2015 SCHOOL BUDGET					
ALL FUNDS					
COEUR D'ALENE CHARTER ACADEMY #491					
		GENERAL M & O FUND #100		ALL OTHER FUNDS	TOTAL FUNDS
Budget Line		REVENUES	Proposed Budget 2014 - 2015	Proposed Budget 2014 - 2015	Proposed Budget 2014 - 2015
#01		Beginning Balances	\$ 794,184.00	\$ 132,366.00	926,550.00
#39		Local Revenue	154,000.00	108,163.00	262,163.00
#41		County Revenue	-	-	-
#55		State Revenue	3,618,950.00	69,289.00	3,688,239.00
#68		Federal Revenue	-	69,460.00	69,460.00
#72		Other Sources	-	-	-
#76		Transfers*	10,000.00	307,976.00	317,976.00
		Totals	\$ 4,577,134.00	\$ 687,254.00	5,264,388.00
		GENERAL M & O FUND #100		ALL OTHER FUNDS	TOTAL FUNDS
Budget Line	OBJ #	EXPENDITURES	Proposed Budget 2014 - 2015	Proposed Budget 2014 - 2015	Proposed Budget 2014 - 2015
#63	100	Salaries	\$ 2,341,602.00	\$ -	2,341,602.00
#63	200	Benefits	1,064,456.00	-	1,064,456.00
#63	300	Purchased Services	247,600.00	141,623.00	389,223.00
#63	400	Supplies & Materials	100,500.00	15,000.00	115,500.00
#63	500	Capital Outlay	65,000.00	431,515.00	496,515.00
#63	600	Debt Retirement	241,000.00		241,000.00
#63	700	Insurance & Judgments	9,000.00	-	9,000.00
#63	800	Transfers*	307,976.00	10,000.00	317,976.00
#66		Contingency Reserve**	200,000.00		200,000.00
#79		Unappropriated Balances		89,116.00	89,116.00
		Totals	\$ 4,577,134.00	\$ 687,254.00	5,264,388.00
*All transfers-in and transfers-out should net to zero.					
** Contingency Reserve can not exceed 5% of the General Fund					
***PLEASE RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION ***					

October 9, 2014

SUMMARY STATEMENT 2014 - 2015 SCHOOL BUDGET
ALL FUNDS
COEUR D'ALENE CHARTER ACADEMY

GENERAL M & O FUND						ALL OTHER FUNDS				
Budget Line	REVENUES		Prior Year Actual 2011-2012	Prior Year Actual 2012-2013	Current Budget 2013-2014	Proposed Budget 2014-2015	Prior Year Actual 2011-2012	Prior Year Actual 2012-2013	Current Budget 2013-2014	Proposed Budget 2014-2015
#01	Beginning Balances		1,112,841CR	849,786CR	838,390CR	794,184CR	120,226CR	85,127CR	106,898CR	132,366CR
#39	Local Revenue		131,988CR	192,365CR	181,250CR	154,000CR	104,196CR	37,968CR	34,700CR	108,163CR
#41	County Revenue		0	0	0	0	0	0	0	0
#55	State Revenue		3,144,185CR	3,520,138CR	3,407,141CR	3,618,950CR	20,797CR	30,722CR	59,444CR	69,289CR
#68	Federal Revenue		94,660CR	0	0	0	0	0	0	69,460CR
#72	Other Sources		350,000CR	0	0	0	0	0	0	0
#76	Transfers		0	0	17,760CR	10,000CR	334,061CR	20,045CR	292,520CR	307,976CR
	TOTALS ***		4,833,674CR	4,562,289CR	4,444,541CR	4,577,134CR	579,280CR	173,862CR	493,562CR	687,254CR
GENERAL M & O FUND						ALL OTHER FUNDS				
Budget Line	OBJ #	EXPENDITURES	Prior Year Actual 2011-2012	Prior Year Actual 2012-2013	Current Budget 2013-2014	Proposed Budget 2014-2015	Prior Year Actual 2011-2012	Prior Year Actual 2012-2013	Current Budget 2013-2014	Proposed Budget 2014-2015
#60	100	Salaries	2,147,357	2,270,676	2,345,549	2,341,602	0	8,500	0	0
#60	200	Benefits	981,343	932,061	1,034,873	1,064,456	0	1,639	0	0
#60	300	Purchased Services	162,983	174,863	227,000	247,600	82,544	11,650	13,700	141,623
#60	400	Supplies & Materials	80,969	75,885	98,800	100,500	8,217	11,157	15,000	15,000
#60	500	Capital Outlay	34,979	1,821	55,000	65,000	403,393	34,018	331,261	431,515
#60	600	Debt Retirement	233,214	239,566	241,000	241,000	0	0	0	0
#60	700	Insurance & Judgments	8,982	8,982	9,000	9,000	0	0	0	0
#60	800	Transfers	334,061	20,045	292,520	307,976	0	0	17,760	10,000
#62		Contingency Reserve	0	0	140,800	200,000	0	0	0	0
#73		Unappropriated Balances	849,786	838,390	1CR	0	85,126	106,898	115,841	89,116
		TOTALS ***	4,833,674	4,562,289	4,444,541	4,577,134	579,280	173,862	493,562	687,254
* All transfers-in and transfers-out should net to zero.										
*** RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION ***										

2014 - 2015 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE

Rev Code

1	Number of Support Units - 2014 - 2015 (Best 28 Weeks ADA - Units)		37.70	
2.	State Distribution Factor - Per Unit - 2014-2015	\$	22,401	
3.	Entitlement (line 1 x line 2)	\$	844,523	
4.	Salary Apportionment: 1st Reporting Period Units (From SBA Template)		39.13	
	Administrative Index		1.7418	
	Instructional Index		1.68349	
		\$	2,149,844	
5.	Estimated Base Support (line 3 + line 4)	\$	2,994,367	431100
6.	Add: Benefit Apportionment	\$	407,825	431800
7.	Add: Approved Border Contracts	\$		431500
8.	Add: Approved Exceptional Child Support	\$		431400
9.	Add: Approved Tuition Equivalency	\$		431600
10.	Add: Transportation Allowance	\$		431200
11.	Adjustments	\$		
12.	Total Estimated SDE State Support (lines 5 + 6 + 7 + 8 + 9 + 10 + 11)	\$	3,402,192	

Revenue in Lieu of Taxes:
(n/a for District Charters)

13.	Property Tax Replacement Money from State Tax Commission	\$		
	Total Revenue in Lieu of Taxes (line 13)		0	438000

*** RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION ***

School District Name: Coeur d'Alene Charter Academy School District Number: 491

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

**BUDGET
REVENUES**
July 1, 2014 - June 30, 2015

FUND NO: 100

Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget		Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget	
				Line Amounts	Totals					Line Amounts	Totals
1	320000	Estimated Fund Balance	838,390CR	794,184CR	794,184CR	40	429000	Other County			
2		as of July 1	838,390CR	*****		41	420000	TOTAL COUNTY **	0	*****	0
3	411100	Taxes-General M & O				42					
4	411200	Taxes-Supplemental				43	431100	Base Support Program	2,859,285CR	2,994,367CR	
5	411300	Taxes-Emergency				44	431200	Transportation Support			
6	411400	Taxes-Tort				45	431400	Except Child/SED Support			
7	411500	Taxes-Cooperative				46	431500	Border Tuition Support			
8	411600	Taxes-Tuition				47	431600	Tuition Equivalency			
9	411700	Taxes-Migrant				48	431800	Benefit Apportionment	394,706CR	407,825CR	
10	411900	Taxes-Other				49	431900	Other State Support	153,150CR	216,758CR	
11	412100	Taxes-Plant Facility				50	432100	Driver Education Prog.			
12	412500	Taxes-Bond & Interest				51	432400	Professional Technical Prog			
13		TOTAL TAXES **	0	*****	0	52	437000	Lottery/Additional State Maint			
14	413000	Penalty: Delinquent Taxes			0	53	438000	Rev in Lieu of/Ag Equip Tax			
15						54	439000	Other State Revenue			
16	414100	Tuition - Individuals				55					
17	414200	Tuition-Districts in Idaho				56	430000	TOTAL STATE **	3,407,141CR	*****	3,618,950CR
18	414300	Tuition-Out of State Districts				57					
19						58	442000	Indirect Unrestricted Fed.			
20	415000	Earnings on Investments	5,000CR	5,000CR		59	443000	Direct Restricted Fed.			
21						60	445100	Title I - ESEA			
22	416100	School Food Service				61	445200	Title VI, ESEA-Innovative Pr			
23	416200	Meal Sales: Non-Reimb.				62	445300	Perkins III-Voc Tech Act			
24	416900	Other Food Sales	40,000CR	30,000CR		63	445400	Adult Education			
25						64	445500	Child Nutrition Reimb.			
26	417100	Admissions/Activities			154,000CR	65	445600	Title VI-B			
27	417200	Bookstore Sales				66	445900	Other Indirect Fed. Prog.			
28	417300	Clubs, Org. Dues, Etc.				67	448200	Impact Aid - P.L. 874			
29	417400	School Fees & Charges	86,250CR	69,000CR		68	440000	TOTAL FEDERAL **	0	*****	0
30	417900	Other Student Revenues				69					
31						70	451000	Proceeds: Bonds,Capital Leases			
32	418100	Community Service				71	453000	Sale of Fixed Assets			
33						72	450000	TOTAL OTHER **	0	*****	0
34	419100	Rentals	10,000CR	10,000CR		73					
35	419200	Contributions/Donations	40,000CR	40,000CR		74		TOTAL REVENUES **	3,588,391CR	*****	3,772,950CR
36	419300	Transportaion Fees				75					
37	419900	Other Local				76	460000	TRANSFERS IN	17,760CR	10,000CR	
38		TOTAL OTHER LOCAL **	181,250CR	*****	154,000CR	77					
39	410000	TOTAL LOCAL ** (Line 13 + 38)	181,250CR	*****	154,000CR	78	400000	BAL.+ REVENUE + TRANS. (Lines 1 + 74 + 76)	4,444,541CR	*****	4,577,134CR

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

**BUDGET
EXPENDITURES**
July 1, 2014 - June 30, 2015

FUND NO: 100

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
1	512	Elementary School Prog.										
2	515	Secondary School Prog.	2,685,154	2,715,885	1,786,871	794,114	60,400	39,500	35,000			
3	517	Alternative School Prog.										
4	519	Vocational-Technical Prog.										
5	521	Exceptional Child Prog.										
6	522	Preschool Exceptional Prog.										
7	524	Gifted & Talented Prog.										
8	531	Interscholastic Prog.	96,659	91,292	55,600	11,192	23,500	1,000				
9	532	School Activity Prog.										
10	541	Summer School Prog.										
11	542	Adult School Prog.										
12	546	Detention Center Prog.										
13												
14	500	TOTAL INSTRUCTION **	2,781,813	2,807,177	1,842,471	805,306	83,900	40,500	35,000	0	0	0
15												
16	611	Attend-Guidance-Health Prog	109,612	125,174	90,886	34,288						
17	616	Special Services Prog.	5,000	5,000			5,000					
18												
19	621	Instruction Improvement Prog										
20	622	Educational Media Prog.										
21	623	Instruction-Related Tech Prog										
22	631	Board of Education Prog.										
23	632	District Admin Prog.										
24												
25	641	School Administration Prog.	387,406	391,987	219,571	107,416	54,000	11,000				
26												
27	651	Business Operation Prog.	180,222	184,306	109,290	64,916	6,100	3,000		1,000		
28	655	Central Service Prog.										
29	656	Admin Tech Services Prog.										
30	661	Bldg-Care Prog. (Custodial)	238,169	222,414	79,384	52,530	65,500	16,000			9,000	
31	663	Maint-Non Student Occupied										
32	664	Maint-Student Occupied Bldgs	6,000	21,600			21,600					
33	665	Maintenance - Grounds	4,000	8,000			3,000		5,000			
34	667	Security Program	22,500	28,500			3,500		25,000			
35												
36	681	Pupil-To School Trans. Prog.										
37	682	Pupil-Activity Trans. Prog.	5,000	5,000			5,000					
38	683	General Transportation Prog.										

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

**BUDGET
EXPENDITURES**
July 1, 2014 - June 30, 2015

FUND NO: 100

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
39	691	Other Support Services Prog.										
40												
41	600	TOTAL SUPPORT SERV.**	957,909	991,981	499,131	259,150	163,700	30,000	30,000	1,000	9,000	0
42												
43	710	Child Nutrition Program										
44	720	Community Services Program										
45	730	Enterprise Operations	31,500	30,000				30,000				
46	700	TOTAL NON-INSTRUCTION**	31,500	30,000	0	0	0	30,000	0	0	0	0
47												
48	810	Capital Assets-Student Occ										
49	811	Capital Assets-Non Student Occ										
50	800	TOTAL CAPITAL ASSETS PROG**	0	0	0	0	0	0	0	0	0	0
51												
52	911	Debt Services Prog.-Princ.	159,000	155,000						155,000		
53	912	Debt Services Prog.-Int.	81,000	85,000						85,000		
54	913	Debt Serv Prog-Refned Debt										
55	920	Transfers Out	292,520	307,976								307,976
56												
57	900	TOTAL OTHER SERVICES **	532,520	547,976	0	0	0	0	0	240,000	0	307,976
58												
59												
60		TOTAL EXPENDITURES ** (Lines 14+41+47+49+57) **	4,303,742	4,377,134	2,341,602	1,064,456	247,600	100,500	65,000	241,000	9,000	307,976
61												
62	950	Contingency Reserve (5% of Line 60)	140,800	200,000								
63												
64		TOTAL APPROPRIATION (Line 60 + Line 62)	4,444,542	4,577,134								
65												
66		BUDGET SUMMARY										
67												
68		Beginning Fund Balance	838,390CR	794,184CR								
69		Revenues + Transfers In	3,606,151CR	3,782,950CR								
70		TOTAL REVENUE (68 + 69)	4,444,541CR	4,577,134CR								
71												
72		Total Appropriation	4,444,542	4,577,134								
73		Unappropriated Balance		1CR								
74		TOTAL APPROPRIATION (72+73)	4,444,541	4,577,134								

BUDGET SUMMARY

The total on line 70 must equal the total on line 74

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

BUDGET
REVENUES
July 1, 2014 - June 30, 2015

FUND NO: 1

245

Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget		Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget	
				Line Amounts	Totals					Line Amounts	Totals
1	320000	Estimated Fund Balance	5,057CR	1,140CR		40	429000	Other County			
2		as of July 1	5,057CR	*****	1,140CR	41	420000	TOTAL COUNTY **	0	*****	0
3	411100	Taxes-General M & O				42					
4	411200	Taxes-Supplemental				43	431100	Base Support Program			
5	411300	Taxes-Emergency				44	431200	Transportation Support			
6	411400	Taxes-Tort				45	431400	Except Child/SED Support			
7	411500	Taxes-Cooperative				46	431500	Border Tuition Support			
8	411600	Taxes-Tuition				47	431600	Tuition Equivalency			
9	411700	Taxes-Migrant				48	431800	Benefit Apportionment			
10	411900	Taxes-Other				49	431900	Other State Support	45,417CR	34,076CR	
11	412100	Taxes-Plant Facility				50	432100	Driver Education Prog.			
12	412500	Taxes-Bond & Interest				51	432400	Professional Technical Prog			
13		TOTAL TAXES **	0	*****	0	52	437000	Lottery/Additional State Maint			
14	413000	Penalty: Delinquent Taxes				53	438000	Rev in Lieu of/Ag Equip Tax			
15						54	439000	Other State Revenue			
16	414100	Tuition - Individuals				55					
17	414200	Tuition-Districts in Idaho				56	430000	TOTAL STATE **	45,417CR	*****	34,076CR
18	414300	Tuition-Out of State Districts				57					
19						58	442000	Indirect Unrestricted Fed.			
20	415000	Earnings on Investments				59	443000	Direct Restricted Fed.			
21						60	445100	Title I - ESEA			
22	416100	School Food Service				61	445200	Title VI, ESEA-Innovative Pr			
23	416200	Meal Sales: Non-Reimb.				62	445300	Perkins III-Voc Tech Act			
24	416900	Other Food Sales				63	445400	Adult Education			
25						64	445500	Child Nutrition Reimb.			
26	417100	Admissions/Activities				65	445600	Title VI-B			
27	417200	Bookstore Sales				66	445900	Other Indirect Fed. Prog.			
28	417300	Clubs, Org. Dues, Etc.				67	448200	Impact Aid - P.L. 874			
29	417400	School Fees & Charges				68	440000	TOTAL FEDERAL **	0	*****	0
30	417900	Other Student Revenues				69					
31						70	451000	Proceeds: Bonds,Capital Leases			
32	418100	Community Service				71	453000	Sale of Fixed Assets			
33						72	450000	TOTAL OTHER **	0	*****	0
34	419100	Rentals				73					
35	419200	Contributions/Donations				74		TOTAL REVENUES **	45,417CR	*****	34,076CR
36	419300	Transportaion Fees				75					
37	419900	Other Local				76	460000	TRANSFERS IN			
38		TOTAL OTHER LOCAL **	0	*****	0	77					
39	410000	TOTAL LOCAL ** (Line 13 + 38)	0	*****	0	78	400000	BAL.+ REVENUE + TRANS. (Lines 1 + 74 + 76)	50,474CR	*****	35,216CR

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

**BUDGET
EXPENDITURES**
July 1, 2014 - June 30, 2015

FUND NO: 1
245

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
1	512	Elementary School Prog.										
2	515	Secondary School Prog.	24,714	17,216					17,216			
3	517	Alternative School Prog.										
4	519	Vocational-Technical Prog.										
5	521	Exceptional Child Prog.										
6	522	Preschool Exceptional Prog.										
7	524	Gifted & Talented Prog.										
8	531	Interscholastic Prog.										
9	532	School Activity Prog.										
10	541	Summer School Prog.										
11	542	Adult School Prog.										
12	546	Detention Center Prog.										
13												
14	500	TOTAL INSTRUCTION **	24,714	17,216	0	0	0	0	17,216	0	0	0
15												
16	611	Attend-Guidance-Health Prog										
17	616	Special Services Prog.										
18												
19	621	Instruction Improvement Prog										
20	622	Educational Media Prog.										
21	623	Instruction-Related Tech Prog	8,000	8,000				8,000				
22	631	Board of Education Prog.										
23	632	District Admin Prog.										
24												
25	641	School Administration Prog.										
26												
27	651	Business Operation Prog.										
28	655	Central Service Prog.										
29	656	Admin Tech Services Prog.										
30	661	Bldg-Care Prog. (Custodial)										
31	663	Maint-Non Student Occupied										
32	664	Maint-Student Occupied Bldgs										
33	665	Maintenance - Grounds										
34	667	Security Program										
35												
36	681	Pupil-To School Trans. Prog.										
37	682	Pupil-Activity Trans. Prog.										
38	683	General Transportation Prog.										

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

**BUDGET
EXPENDITURES**
July 1, 2014 - June 30, 2015

FUND NO: 245

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
39	691	Other Support Services Prog.										
40												
41	600	TOTAL SUPPORT SERV.**	8,000	8,000	0	0	0	8,000	0	0	0	0
42												
43	710	Child Nutrition Program										
44	720	Community Services Program										
45	730	Enterprise Operations										
46	700	TOTAL NON-INSTRUCTION**	0	0	0	0	0	0	0	0	0	0
47												
48	810	Capital Assets-Student Occ										
49	811	Capital Assets-Non Student Occ										
50	800	TOTAL CAPITAL ASSETS PROG**	0	0	0	0	0	0	0	0	0	0
51												
52	911	Debt Services Prog.-Princ.										
53	912	Debt Services Prog.-Int.										
54	913	Debt Serv Prog-Refned Debt										
55	920	Transfers Out	17,760	10,000								10,000
56												
57	900	TOTAL OTHER SERVICES **	17,760	10,000	0	0	0	0	0	0	0	10,000
58												
59												
60		TOTAL EXPENDITURES ** (Lines 14+41+47+49+57) **	50,474	35,216	0	0	0	8,000	17,216	0	0	10,000
61												
62	950	Contingency Reserve (5% of Line 60)										
63												
64		TOTAL APPROPRIATION (Line 60 + Line 62)	50,474	35,216								
65												
66		BUDGET SUMMARY										
67												
68		Beginning Fund Balance	5,057CR	1,140CR								
69		Revenues + Transfers In	45,417CR	34,076CR								
70		TOTAL REVENUE (68 + 69)	50,474CR	35,216CR								
71												
72		Total Appropriation	50,474	35,216								
73		Unappropriated Balance										
74		TOTAL APPROPRIATION (72+73)	50,474	35,216								

BUDGET SUMMARY

The total on line 70 must equal the total on line 74

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

**BUDGET
REVENUES**
July 1, 2014 - June 30, 2015

FUND NO: :

246

Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget		Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget	
				Line Amounts	Totals					Line Amounts	Totals
1	320000	Estimated Fund Balance		*****		40	429000	Other County			
2		as of July 1	0	*****	0	41	420000	TOTAL COUNTY **	0	*****	0
3	411100	Taxes-General M & O				42					
4	411200	Taxes-Supplemental				43	431100	Base Support Program			
5	411300	Taxes-Emergency				44	431200	Transportation Support			
6	411400	Taxes-Tort				45	431400	Except Child/SED Support			
7	411500	Taxes-Cooperative				46	431500	Border Tuition Support			
8	411600	Taxes-Tuition				47	431600	Tuition Equivalency			
9	411700	Taxes-Migrant				48	431800	Benefit Apportionment			
10	411900	Taxes-Other				49	431900	Other State Support		6,323CR	
11	412100	Taxes-Plant Facility				50	432100	Driver Education Prog.			
12	412500	Taxes-Bond & Interest				51	432400	Professional Technical Prog			
13		TOTAL TAXES **	0	*****	0	52	437000	Lottery/Additional State Maint			
14	413000	Penalty: Delinquent Taxes				53	438000	Rev in Lieu of/Ag Equip Tax			
15						54	439000	Other State Revenue			
16	414100	Tuition - Individuals				55					
17	414200	Tuition-Districts in Idaho				56	430000	TOTAL STATE **	0	*****	6,323CR
18	414300	Tuition-Out of State Districts				57					
19						58	442000	Indirect Unrestricted Fed.			
20	415000	Earnings on Investments				59	443000	Direct Restricted Fed.			
21						60	445100	Title I - ESEA			
22	416100	School Food Service				61	445200	Title VI, ESEA-Innovative Pr			
23	416200	Meal Sales: Non-Reimb.				62	445300	Perkins III-Voc Tech Act			
24	416900	Other Food Sales				63	445400	Adult Education			
25						64	445500	Child Nutrition Reimb.			
26	417100	Admissions/Activities				65	445600	Title VI-B			
27	417200	Bookstore Sales				66	445900	Other Indirect Fed. Prog.			
28	417300	Clubs, Org. Dues, Etc.				67	448200	Impact Aid - P.L. 874			
29	417400	School Fees & Charges				68	440000	TOTAL FEDERAL **	0	*****	0
30	417900	Other Student Revenues				69					
31						70	451000	Proceeds: Bonds,Capital Leases			
32	418100	Community Service				71	453000	Sale of Fixed Assets			
33						72	450000	TOTAL OTHER **	0	*****	0
34	419100	Rentals				73					
35	419200	Contributions/Donations				74		TOTAL REVENUES **	0	*****	6,323CR
36	419300	Transportaion Fees				75					
37	419900	Other Local				76	460000	TRANSFERS IN			
38		TOTAL OTHER LOCAL **	0	*****	0	77					
39	410000	TOTAL LOCAL ** (Line 13 + 38)	0	*****	0	78	400000	BAL + REVENUE + TRANS. (Lines 1 + 74 + 76)	0	*****	6,323CR

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

BUDGET
EXPENDITURES
July 1, 2014 - June 30, 2015

FUND NO: 1
246

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
1	512	Elementary School Prog.										
2	515	Secondary School Prog.										
3	517	Alternative School Prog.										
4	519	Vocational-Technical Prog.										
5	521	Exceptional Child Prog.										
6	522	Preschool Exceptional Prog.										
7	524	Gifted & Talented Prog.										
8	531	Interscholastic Prog.										
9	532	School Activity Prog.										
10	541	Summer School Prog.										
11	542	Adult School Prog.										
12	546	Detention Center Prog.										
13												
14	500	TOTAL INSTRUCTION **	0	0	0	0	0	0	0	0	0	0
15												
16	611	Attend-Guidance-Health Prog										
17	616	Special Services Prog.										
18												
19	621	Instruction Improvement Prog										
20	622	Educational Media Prog.										
21	623	Instruction-Related Tech Prog										
22	631	Board of Education Prog.										
23	632	District Admin Prog.										
24												
25	641	School Administration Prog.										
26												
27	651	Business Operation Prog.										
28	655	Central Service Prog.										
29	656	Admin Tech Services Prog.										
30	661	Bldg-Care Prog. (Custodial)										
31	663	Maint-Non Student Occupied										
32	664	Maint-Student Occupied Bldgs										
33	665	Maintenance - Grounds										
34	667	Security Program		6,323					6,323			
35												
36	681	Pupil-To School Trans. Prog.										
37	682	Pupil-Activity Trans. Prog.										
38	683	General Transportation Prog.										

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

**BUDGET
EXPENDITURES**
July 1, 2014 - June 30, 2015

FUND NO: 1

246

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
39	691	Other Support Services Prog.										
40												
41	600	TOTAL SUPPORT SERV.**	0	6,323	0	0	0	0	6,323	0	0	0
42												
43	710	Child Nutrition Program										
44	720	Community Services Program										
45	730	Enterprise Operations										
46	700	TOTAL NON-INSTRUCTION**	0	0	0	0	0	0	0	0	0	0
47												
48	810	Capital Assets-Student Occ										
49	811	Capital Assets-Non Student Occ										
50	800	TOTAL CAPITAL ASSETS PROG**	0	0	0	0	0	0	0	0	0	0
51												
52	911	Debt Services Prog.-Princ.										
53	912	Debt Services Prog.-Int.										
54	913	Debt Serv Prog-Refned Debt										
55	920	Transfers Out										
56												
57	900	TOTAL OTHER SERVICES **	0	0	0	0	0	0	0	0	0	0
58												
59												
60		TOTAL EXPENDITURES ** (Lines 14+41+47+49+57) **	0	6,323	0	0	0	0	6,323	0	0	0
61												
62	950	Contingency Reserve (5% of Line 60)										
63												
64		TOTAL APPROPRIATION (Line 60 + Line 62)	0	6,323								
65												
66		BUDGET SUMMARY										
67												
68		Beginning Fund Balance										
69		Revenues + Transfers In		6,323CR								
70		TOTAL REVENUE (68 + 69)	0	6,323CR								
71												
72		Total Appropriation		6,323								
73		Unappropriated Balance										
74		TOTAL APPROPRIATION (72+73)	0	6,323								

BUDGET SUMMARY

The total on line 70 must equal the total on line 74

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

BUDGET
REVENUES
July 1, 2014 - June 30, 2015

FUND NO: 1
257

Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget		Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget	
				Line Amounts	Totals					Line Amounts	Totals
1	320000	Estimated Fund Balance		*****		40	429000	Other County			
2		as of July 1	0	*****	0	41	420000	TOTAL COUNTY **	0	*****	0
3	411100	Taxes-General M & O				42					
4	411200	Taxes-Supplemental				43	431100	Base Support Program			
5	411300	Taxes-Emergency				44	431200	Transportation Support			
6	411400	Taxes-Tort				45	431400	Except Child/SED Support			
7	411500	Taxes-Cooperative				46	431500	Border Tuition Support			
8	411600	Taxes-Tuition				47	431600	Tuition Equivalency			
9	411700	Taxes-Migrant				48	431800	Benefit Apportionment			
10	411900	Taxes-Other				49	431900	Other State Support			
11	412100	Taxes-Plant Facility				50	432100	Driver Education Prog.			
12	412500	Taxes-Bond & Interest				51	432400	Professional Technical Prog			
13		TOTAL TAXES **	0	*****	0	52	437000	Lottery/Additional State Maint			
14	413000	Penalty: Delinquent Taxes				53	438000	Rev in Lieu of/Ag Equip Tax			
15						54	439000	Other State Revenue			
16	414100	Tuition - Individuals				55					
17	414200	Tuition-Districts in Idaho				56	430000	TOTAL STATE **	0	*****	0
18	414300	Tuition-Out of State Districts				57					
19						58	442000	Indirect Unrestricted Fed.			
20	415000	Earnings on Investments				59	443000	Direct Restricted Fed.			
21						60	445100	Title I - ESEA			
22	416100	School Food Service				61	445200	Title VI, ESEA-Innovative Pr			
23	416200	Meal Sales: Non-Reimb.				62	445300	Perkins III-Voc Tech Act			
24	416900	Other Food Sales				63	445400	Adult Education			
25						64	445500	Child Nutrition Reimb.			
26	417100	Admissions/Activities				65	445600	Title VI-B		69,460CR	
27	417200	Bookstore Sales				66	445900	Other Indirect Fed. Prog.			
28	417300	Clubs, Org. Dues, Etc.				67	448200	Impact Aid - P.L. 874			
29	417400	School Fees & Charges				68	440000	TOTAL FEDERAL **	0	*****	69,460CR
30	417900	Other Student Revenues				69					
31						70	451000	Proceeds: Bonds,Capital Leases			
32	418100	Community Service				71	453000	Sale of Fixed Assets			
33						72	450000	TOTAL OTHER **	0	*****	0
34	419100	Rentals				73					
35	419200	Contributions/Donations				74		TOTAL REVENUES **	0	*****	69,460CR
36	419300	Transportation Fees				75					
37	419900	Other Local				76	460000	TRANSFERS IN			
38		TOTAL OTHER LOCAL **	0	*****	0	77					
39	410000	TOTAL LOCAL ** (Line 13 + 38)	0	*****	0	78	400000	BAL.+ REVENUE + TRANS. (Lines 1 + 74 + 76)	0	*****	69,460CR

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

**BUDGET
EXPENDITURES**
July 1, 2014 - June 30, 2015

FUND NO: 257

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
1	512	Elementary School Prog.										
2	515	Secondary School Prog.										
3	517	Alternative School Prog.										
4	519	Vocational-Technical Prog.										
5	521	Exceptional Child Prog.										
6	522	Preschool Exceptional Prog.										
7	524	Gifted & Talented Prog.										
8	531	Interscholastic Prog.										
9	532	School Activity Prog.										
10	541	Summer School Prog.										
11	542	Adult School Prog.										
12	546	Detention Center Prog.										
13												
14	500	TOTAL INSTRUCTION **	0	0	0	0	0	0	0	0	0	0
15												
16	611	Attend-Guidance-Health Prog										
17	616	Special Services Prog.		69,460			69,460					
18												
19	621	Instruction Improvement Prog										
20	622	Educational Media Prog.										
21	623	Instruction-Related Tech Prog										
22	631	Board of Education Prog.										
23	632	District Admin Prog.										
24												
25	641	School Administration Prog.										
26												
27	651	Business Operation Prog.										
28	655	Central Service Prog.										
29	656	Admin Tech Services Prog.										
30	661	Bldg-Care Prog. (Custodial)										
31	663	Maint-Non Student Occupied										
32	664	Maint-Student Occupied Bldgs										
33	665	Maintenance - Grounds										
34	667	Security Program										
35												
36	681	Pupil-To School Trans. Prog.										
37	682	Pupil-Activity Trans. Prog.										
38	683	General Transportation Prog.										

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

**BUDGET
EXPENDITURES**
July 1, 2014 - June 30, 2015

FUND NO: 1

257

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
39	691	Other Support Services Prog.										
40												
41	600	TOTAL SUPPORT SERV.**	0	69,460	0	0	69,460	0	0	0	0	0
42												
43	710	Child Nutrition Program										
44	720	Community Services Program										
45	730	Enterprise Operations										
46	700	TOTAL NON-INSTRUCTION**	0	0	0	0	0	0	0	0	0	0
47												
48	810	Capital Assets-Student Occ										
49	811	Capital Assets-Non Student Occ										
50	800	TOTAL CAPITAL ASSETS PROG**	0	0	0	0	0	0	0	0	0	0
51												
52	911	Debt Services Prog.-Princ.										
53	912	Debt Services Prog.-Int.										
54	913	Debt Serv Prog-Refned Debt										
55	920	Transfers Out										
56												
57	900	TOTAL OTHER SERVICES **	0	0	0	0	0	0	0	0	0	0
58												
59												
60		TOTAL EXPENDITURES ** (Lines 14+41+47+49+57) **	0	69,460	0	0	69,460	0	0	0	0	0
61												
62	950	Contingency Reserve (5% of Line 60)										
63												
64		TOTAL APPROPRIATION (Line 60 + Line 62)	0	69,460								
65												
66		BUDGET SUMMARY										
67												
68		Beginning Fund Balance										
69		Revenues + Transfers In		69,460CR								
70		TOTAL REVENUE (68 + 69)	0	69,460CR								
71												
72		Total Appropriation		69,460								
73		Unappropriated Balance										
74		TOTAL APPROPRIATION (72+73)	0	69,460								

BUDGET SUMMARY

The total on line 70 must equal the total on line 74

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

**BUDGET
REVENUES**
July 1, 2014 - June 30, 2015

FUND NO: 4

416

Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget		Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget	
				Line Amounts	Totals					Line Amounts	Totals
1	320000	Estimated Fund Balance		*****		40	429000	Other County			
2		as of July 1	0	*****	0	41	420000	TOTAL COUNTY **	0	*****	0
3	411100	Taxes-General M & O				42					
4	411200	Taxes-Supplemental				43	431100	Base Support Program			
5	411300	Taxes-Emergency				44	431200	Transportation Support			
6	411400	Taxes-Tort				45	431400	Except Child/SED Support			
7	411500	Taxes-Cooperative				46	431500	Border Tuition Support			
8	411600	Taxes-Tuition				47	431600	Tuition Equivalency			
9	411700	Taxes-Migrant				48	431800	Benefit Apportionment			
10	411900	Taxes-Other				49	431900	Other State Support			
11	412100	Taxes-Plant Facility				50	432100	Driver Education Prog.			
12	412500	Taxes-Bond & Interest				51	432400	Professional Technical Prog			
13		TOTAL TAXES **	0	*****	0	52	437000	Lottery/Additional State Maint			
14	413000	Penalty: Delinquent Taxes				53	438000	Rev in Lieu of/Ag Equip Tax			
15						54	439000	Other State Revenue			
16	414100	Tuition - Individuals				55					
17	414200	Tuition-Districts in Idaho				56	430000	TOTAL STATE **	0	*****	0
18	414300	Tuition-Out of State Districts				57					
19						58	442000	Indirect Unrestricted Fed.			
20	415000	Earnings on Investments				59	443000	Direct Restricted Fed.			
21						60	445100	Title I - ESEA			
22	416100	School Food Service				61	445200	Title VI, ESEA-Innovative Pr			
23	416200	Meal Sales: Non-Reimb.				62	445300	Perkins III-Voc Tech Act			
24	416900	Other Food Sales				63	445400	Adult Education			
25						64	445500	Child Nutrition Reimb.			
26	417100	Admissions/Activities				65	445600	Title VI-B			
27	417200	Bookstore Sales				66	445900	Other Indirect Fed. Prog.			
28	417300	Clubs, Org. Dues, Etc.				67	448200	Impact Aid - P.L. 874			
29	417400	School Fees & Charges				68	440000	TOTAL FEDERAL **	0	*****	0
30	417900	Other Student Revenues				69					
31						70	451000	Proceeds: Bonds,Capital Leases			
32	418100	Community Service				71	453000	Sale of Fixed Assets			
33						72	450000	TOTAL OTHER **	0	*****	0
34	419100	Rentals				73					
35	419200	Contributions/Donations				74		TOTAL REVENUES **	0	*****	0
36	419300	Transportaion Fees				75					
37	419900	Other Local				76	460000	TRANSFERS IN	206,547CR	307,976CR	
38		TOTAL OTHER LOCAL **	0	*****	0	77					
39	410000	TOTAL LOCAL ** (Line 13 + 38)	0	*****	0	78	400000	BAL.+ REVENUE + TRANS. (Lines 1 + 74 + 76)	206,547CR		307,976CR

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

BUDGET
EXPENDITURES
July 1, 2014 - June 30, 2015

FUND NO: 4
410

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
1	512	Elementary School Prog.										
2	515	Secondary School Prog.										
3	517	Alternative School Prog.										
4	519	Vocational-Technical Prog.										
5	521	Exceptional Child Prog.										
6	522	Preschool Exceptional Prog.										
7	524	Gifted & Talented Prog.										
8	531	Interscholastic Prog.										
9	532	School Activity Prog.										
10	541	Summer School Prog.										
11	542	Adult School Prog.										
12	546	Detention Center Prog.										
13												
14	500	TOTAL INSTRUCTION **	0	0	0	0	0	0	0	0	0	0
15												
16	611	Attend-Guidance-Health Prog										
17	616	Special Services Prog.										
18												
19	621	Instruction Improvement Prog										
20	622	Educational Media Prog.										
21	623	Instruction-Related Tech Prog										
22	631	Board of Education Prog.										
23	632	District Admin Prog.										
24												
25	641	School Administration Prog.										
26												
27	651	Business Operation Prog.										
28	655	Central Service Prog.										
29	656	Admin Tech Services Prog.										
30	661	Bldg-Care Prog. (Custodial)										
31	663	Maint-Non Student Occupied										
32	664	Maint-Student Occupied Bldgs										
33	665	Maintenance - Grounds										
34	667	Security Program										
35												
36	681	Pupil-To School Trans. Prog.										
37	682	Pupil-Activity Trans. Prog.										
38	683	General Transportation Prog.										

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

**BUDGET
EXPENDITURES**
July 1, 2014 - June 30, 2015

FUND NO: 4

410

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
39	691	Other Support Services Prog.										
40												
41	600	TOTAL SUPPORT SERV.**	0	0	0	0	0	0	0	0	0	0
42												
43	710	Child Nutrition Program										
44	720	Community Services Program										
45	730	Enterprise Operations										
46	700	TOTAL NON-INSTRUCTION**	0	0	0	0	0	0	0	0	0	0
47												
48	810	Capital Assets-Student Occ										
49	811	Capital Assets-Non Student Occ	206,547	307,976					307,976			
50	800	TOTAL CAPITAL ASSETS PROG**	206,547	307,976	0	0	0	0	307,976	0	0	0
51												
52	911	Debt Services Prog.-Princ.										
53	912	Debt Services Prog.-Int.										
54	913	Debt Serv Prog-Refned Debt										
55	920	Transfers Out										
56												
57	900	TOTAL OTHER SERVICES **	0	0	0	0	0	0	0	0	0	0
58												
59												
60		TOTAL EXPENDITURES ** (Lines 14+41+47+49+57) **	206,547	307,976	0	0	0	0	307,976	0	0	0
61												
62	950	Contingency Reserve (5% of Line 60)										
63												
64		TOTAL APPROPRIATION (Line 60 + Line 62)	206,547	307,976								
65												
66		BUDGET SUMMARY										
67												
68		Beginning Fund Balance										
69		Revenues + Transfers In	206,547CR	307,976CR								
70		TOTAL REVENUE (68 + 69)	206,547CR	307,976CR								
71												
72		Total Appropriation	206,547	307,976								
73		Unappropriated Balance										
74		TOTAL APPROPRIATION (72+73)	206,547	307,976								

BUDGET SUMMARY

The total on line 70 must equal the total on line 74

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

BUDGET
REVENUES
July 1, 2014 - June 30, 2015

FUND NO: 4

425

Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget		Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget	
				Line Amounts	Totals					Line Amounts	Totals
1	320000	Estimated Fund Balance		11,647CR		40	429000	Other County			
2		as of July 1	0	*****	11,647CR	41	420000	TOTAL COUNTY **	0	*****	0
3	411100	Taxes-General M & O				42					
4	411200	Taxes-Supplemental				43	431100	Base Support Program			
5	411300	Taxes-Emergency				44	431200	Transportation Support			
6	411400	Taxes-Tort				45	431400	Except Child/SED Support			
7	411500	Taxes-Cooperative				46	431500	Border Tuition Support			
8	411600	Taxes-Tuition				47	431600	Tuition Equivalency			
9	411700	Taxes-Migrant				48	431800	Benefit Apportionment			
10	411900	Taxes-Other				49	431900	Other State Support	14,027CR		
11	412100	Taxes-Plant Facility				50	432100	Driver Education Prog.			
12	412500	Taxes-Bond & Interest				51	432400	Professional Technical Prog			
13		TOTAL TAXES **	0	*****	0	52	437000	Lottery/Additional State Maint		28,890CR	
14	413000	Penalty: Delinquent Taxes				53	438000	Rev in Lieu of/Ag Equip Tax			
15						54	439000	Other State Revenue			
16	414100	Tuition - Individuals				55					
17	414200	Tuition-Districts in Idaho				56	430000	TOTAL STATE **	14,027CR	*****	28,890CR
18	414300	Tuition-Out of State Districts				57					
19						58	442000	Indirect Unrestricted Fed.			
20	415000	Earnings on Investments				59	443000	Direct Restricted Fed.			
21						60	445100	Title I - ESEA			
22	416100	School Food Service				61	445200	Title VI, ESEA-Innovative Pr			
23	416200	Meal Sales: Non-Reimb.				62	445300	Perkins III-Voc Tech Act			
24	416900	Other Food Sales				63	445400	Adult Education			
25						64	445500	Child Nutrition Reimb.			
26	417100	Admissions/Activities				65	445600	Title VI-B			
27	417200	Bookstore Sales				66	445900	Other Indirect Fed. Prog.			
28	417300	Clubs, Org. Dues, Etc.				67	448200	Impact Aid - P.L. 874			
29	417400	School Fees & Charges				68	440000	TOTAL FEDERAL **	0	*****	0
30	417900	Other Student Revenues				69					
31						70	451000	Proceeds: Bonds,Capital Leases			
32	418100	Community Service				71	453000	Sale of Fixed Assets			
33						72	450000	TOTAL OTHER **	0	*****	0
34	419100	Rentals				73					
35	419200	Contributions/Donations		59,463CR		74		TOTAL REVENUES **	14,027CR	*****	88,353CR
36	419300	Transportaion Fees				75					
37	419900	Other Local				76	460000	TRANSFERS IN	85,973CR		
38		TOTAL OTHER LOCAL **	0	*****	59,463CR	77					
39	410000	TOTAL LOCAL ** (Line 13 + 38)	0	*****	59,463CR	78	400000	BAL. + REVENUE + TRANS. (Lines 1 + 74 + 76)	100,000CR	*****	100,000CR

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

**BUDGET
EXPENDITURES**
July 1, 2014 - June 30, 2015

FUND NO: 4

425

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
1	512	Elementary School Prog.										
2	515	Secondary School Prog.										
3	517	Alternative School Prog.										
4	519	Vocational-Technical Prog.										
5	521	Exceptional Child Prog.										
6	522	Preschool Exceptional Prog.										
7	524	Gifted & Talented Prog.										
8	531	Interscholastic Prog.										
9	532	School Activity Prog.										
10	541	Summer School Prog.										
11	542	Adult School Prog.										
12	546	Detention Center Prog.										
13												
14	500	TOTAL INSTRUCTION **	0	0	0	0	0	0	0	0	0	0
15												
16	611	Attend-Guidance-Health Prog										
17	616	Special Services Prog.										
18												
19	621	Instruction Improvement Prog										
20	622	Educational Media Prog.										
21	623	Instruction-Related Tech Prog										
22	631	Board of Education Prog.										
23	632	District Admin Prog.										
24												
25	641	School Administration Prog.										
26												
27	651	Business Operation Prog.										
28	655	Central Service Prog.										
29	656	Admin Tech Services Prog.										
30	661	Bldg-Care Prog. (Custodial)										
31	663	Maint-Non Student Occupied										
32	664	Maint-Student Occupied Bldgs										
33	665	Maintenance - Grounds										
34	667	Security Program										
35												
36	681	Pupil-To School Trans. Prog.										
37	682	Pupil-Activity Trans. Prog.										
38	683	General Transportation Prog.										

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

**BUDGET
EXPENDITURES**
July 1, 2014 - June 30, 2015

FUND NO: 4

425

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
39	691	Other Support Services Prog.										
40												
41	600	TOTAL SUPPORT SERV.**	0	0	0	0	0	0	0	0	0	0
42												
43	710	Child Nutrition Program										
44	720	Community Services Program										
45	730	Enterprise Operations										
46	700	TOTAL NON-INSTRUCTION**	0	0	0	0	0	0	0	0	0	0
47												
48	810	Capital Assets-Student Occ	100,000	100,000					100,000			
49	811	Capital Assets-Non Student Occ										
50	800	TOTAL CAPITAL ASSETS PROG**	100,000	100,000	0	0	0	0	100,000	0	0	0
51												
52	911	Debt Services Prog.-Princ.										
53	912	Debt Services Prog.-Int.										
54	913	Debt Serv Prog-Refned Debt										
55	920	Transfers Out										
56												
57	900	TOTAL OTHER SERVICES **	0	0	0	0	0	0	0	0	0	0
58												
59												
60		TOTAL EXPENDITURES ** (Lines 14+41+47+49+57) **	100,000	100,000	0	0	0	0	100,000	0	0	0
61												
62	950	Contingency Reserve (5% of Line 60)										
63												
64		TOTAL APPROPRIATION (Line 60 + Line 62)	100,000	100,000								
65												
66		BUDGET SUMMARY										
67												
68		Beginning Fund Balance		11,647CR								
69		Revenues + Transfers In	100,000CR	88,353CR								
70		TOTAL REVENUE (68 + 69)	100,000CR	100,000CR								
71												
72		Total Appropriation	100,000	100,000								
73		Unappropriated Balance										
74		TOTAL APPROPRIATION (72+73)	100,000	100,000								

BUDGET SUMMARY

The total on line 70 must equal the total on line 74

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

BUDGET
REVENUES
July 1, 2014 - June 30, 2015

FUND NO: ;

715

Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget	
				Line Amounts	Totals
1	320000	Estimated Fund Balance	62,903CR	90,641CR	
2		as of July 1	62,903CR	*****	90,641CR
3	411100	Taxes-General M & O			
4	411200	Taxes-Supplemental			
5	411300	Taxes-Emergency			
6	411400	Taxes-Tort			
7	411500	Taxes-Cooperative			
8	411600	Taxes-Tuition			
9	411700	Taxes-Migrant			
10	411900	Taxes-Other			
11	412100	Taxes-Plant Facility			
12	412500	Taxes-Bond & Interest			
13		TOTAL TAXES **	0	*****	0
14	413000	Penalty: Delinquent Taxes			
15					
16	414100	Tuition - Individuals			
17	414200	Tuition-Districts in Idaho			
18	414300	Tuition-Out of State Districts			
19					
20	415000	Earnings on Investments			
21					
22	416100	School Food Service			
23	416200	Meal Sales: Non-Reimb.			
24	416900	Other Food Sales			
25					
26	417100	Admissions/Activities			
27	417200	Bookstore Sales			
28	417300	Clubs, Org. Dues, Etc.			
29	417400	School Fees & Charges			
30	417900	Other Student Revenues			
31					
32	418100	Community Service			
33					
34	419100	Rentals			
35	419200	Contributions/Donations	33,700CR	47,700CR	
36	419300	Transportaion Fees			
37	419900	Other Local			
38		TOTAL OTHER LOCAL **	33,700CR	*****	47,700CR
39	410000	TOTAL LOCAL ** (Line 13 + 38)	33,700CR	*****	47,700CR
40	429000	Other County			
41	420000	TOTAL COUNTY **	0	*****	0
42					
43	431100	Base Support Program			
44	431200	Transportation Support			
45	431400	Except Child/SED Support			
46	431500	Border Tuition Support			
47	431600	Tuition Equivalency			
48	431800	Benefit Apportionment			
49	431900	Other State Support			
50	432100	Driver Education Prog.			
51	432400	Professional Technical Prog			
52	437000	Lottery/Additional State Maint			
53	438000	Rev in Lieu of/Ag Equip Tax			
54	439000	Other State Revenue			
55					
56	430000	TOTAL STATE **	0	*****	0
57					
58	442000	Indirect Unrestricted Fed.			
59	443000	Direct Restricted Fed.			
60	445100	Title I - ESEA			
61	445200	Title VI, ESEA-Innovative Pr			
62	445300	Perkins III-Voc Tech Act			
63	445400	Adult Education			
64	445500	Child Nutrition Reimb.			
65	445600	Title VI-B			
66	445900	Other Indirect Fed. Prog.			
67	448200	Impact Aid - P.L. 874			
68	440000	TOTAL FEDERAL **	0	*****	0
69					
70	451000	Proceeds: Bonds,Capital Leases			
71	453000	Sale of Fixed Assets			
72	450000	TOTAL OTHER **	0	*****	0
73					
74		TOTAL REVENUES **	33,700CR	*****	47,700CR
75					
76	460000	TRANSFERS IN			
77					
78	400000	BAL. + REVENUE + TRANS. (Lines 1 + 74 + 76)	96,603CR	*****	138,341CR

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

**BUDGET
EXPENDITURES**
July 1, 2014 - June 30, 2015

FUND NO: 7

715

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
1	512	Elementary School Prog.										
2	515	Secondary School Prog.										
3	517	Alternative School Prog.										
4	519	Vocational-Technical Prog.										
5	521	Exceptional Child Prog.										
6	522	Preschool Exceptional Prog.										
7	524	Gifted & Talented Prog.										
8	531	Interscholastic Prog.										
9	532	School Activity Prog.										
10	541	Summer School Prog.										
11	542	Adult School Prog.										
12	546	Detention Center Prog.										
13												
14	500	TOTAL INSTRUCTION **	0	0	0	0	0	0	0	0	0	0
15												
16	611	Attend-Guidance-Health Prog										
17	616	Special Services Prog.										
18												
19	621	Instruction Improvement Prog										
20	622	Educational Media Prog.										
21	623	Instruction-Related Tech Prog										
22	631	Board of Education Prog.										
23	632	District Admin Prog.										
24												
25	641	School Administration Prog.										
26												
27	651	Business Operation Prog.		59,463			59,463					
28	655	Central Service Prog.										
29	656	Admin Tech Services Prog.										
30	661	Bldg-Care Prog. (Custodial)										
31	663	Maint-Non Student Occupied										
32	664	Maint-Student Occupied Bldgs										
33	665	Maintenance - Grounds										
34	667	Security Program										
35												
36	681	Pupil-To School Trans. Prog.										
37	682	Pupil-Activity Trans. Prog.										
38	683	General Transportation Prog.										

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

**BUDGET
EXPENDITURES**
July 1, 2014 - June 30, 2015

FUND NO: 7

715

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
39	691	Other Support Services Prog.	9,700	9,700			2,700	7,000				
40												
41	600	TOTAL SUPPORT SERV.**	9,700	69,163	0	0	62,163	7,000	0	0	0	0
42												
43	710	Child Nutrition Program										
44	720	Community Services Program										
45	730	Enterprise Operations										
46	700	TOTAL NON-INSTRUCTION**	0	0	0	0	0	0	0	0	0	0
47												
48	810	Capital Assets-Student Occ										
49	811	Capital Assets-Non Student Occ										
50	800	TOTAL CAPITAL ASSETS PROG**	0	0	0	0	0	0	0	0	0	0
51												
52	911	Debt Services Prog.-Princ.										
53	912	Debt Services Prog.-Int.										
54	913	Debt Serv Prog-Refnded Debt										
55	920	Transfers Out										
56												
57	900	TOTAL OTHER SERVICES **	0	0	0	0	0	0	0	0	0	0
58												
59												
60		TOTAL EXPENDITURES ** (Lines 14+41+47+49+57) **	9,700	69,163	0	0	62,163	7,000	0	0	0	0
61												
62	950	Contingency Reserve (5% of Line 60)										
63												
64		TOTAL APPROPRIATION (Line 60 + Line 62)	9,700	69,163								
65												
66		BUDGET SUMMARY										
67												
68		Beginning Fund Balance	62,903CR	90,641CR								
69		Revenues + Transfers In	33,700CR	47,700CR								
70		TOTAL REVENUE (68 + 69)	96,603CR	138,341CR								
71												
72		Total Appropriation	9,700	69,163								
73		Unappropriated Balance	86,903	69,178								
74		TOTAL APPROPRIATION (72+73)	96,603	138,341								

BUDGET SUMMARY

The total on line 70 must equal the total on line 74

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

BUDGET
REVENUES
July 1, 2014 - June 30, 2015

FUND NO: 1

716

Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget		Line	Code	REVENUES Item	Prior Year Budget	Proposed Budget	
				Line Amounts	Totals					Line Amounts	Totals
1	320000	Estimated Fund Balance	38,938CR	28,938CR		40	429000	Other County			
2		as of July 1	38,938CR	*****	28,938CR	41	420000	TOTAL COUNTY **	0	*****	0
3	411100	Taxes-General M & O				42					
4	411200	Taxes-Supplemental				43	431100	Base Support Program			
5	411300	Taxes-Emergency				44	431200	Transportation Support			
6	411400	Taxes-Tort				45	431400	Except Child/SED Support			
7	411500	Taxes-Cooperative				46	431500	Border Tuition Support			
8	411600	Taxes-Tuition				47	431600	Tuition Equivalency			
9	411700	Taxes-Migrant				48	431800	Benefit Apportionment			
10	411900	Taxes-Other				49	431900	Other State Support			
11	412100	Taxes-Plant Facility				50	432100	Driver Education Prog.			
12	412500	Taxes-Bond & Interest				51	432400	Professional Technical Prog			
13		TOTAL TAXES **	0	*****	0	52	437000	Lottery/Additional State Maint			
14	413000	Penalty: Delinquent Taxes				53	438000	Rev in Lieu of/Ag Equip Tax			
15						54	439000	Other State Revenue			
16	414100	Tuition - Individuals				55					
17	414200	Tuition-Districts in Idaho				56	430000	TOTAL STATE **	0	*****	0
18	414300	Tuition-Out of State Districts				57					
19						58	442000	Indirect Unrestricted Fed.			
20	415000	Earnings on Investments				59	443000	Direct Restricted Fed.			
21						60	445100	Title I - ESEA			
22	416100	School Food Service				61	445200	Title VI, ESEA-Innovative Pr			
23	416200	Meal Sales: Non-Reimb.				62	445300	Perkins III-Voc Tech Act			
24	416900	Other Food Sales				63	445400	Adult Education			
25						64	445500	Child Nutrition Reimb.			
26	417100	Admissions/Activities				65	445600	Title VI-B			
27	417200	Bookstore Sales				66	445900	Other Indirect Fed. Prog.			
28	417300	Clubs, Org. Dues, Etc.				67	448200	Impact Aid - P.L. 874			
29	417400	School Fees & Charges				68	440000	TOTAL FEDERAL **	0	*****	0
30	417900	Other Student Revenues				69					
31						70	451000	Proceeds: Bonds,Capital Leases			
32	418100	Community Service				71	453000	Sale of Fixed Assets			
33						72	450000	TOTAL OTHER **	0	*****	0
34	419100	Rentals				73					
35	419200	Contributions/Donations	1,000CR	1,000CR		74		TOTAL REVENUES **	1,000CR	*****	1,000CR
36	419300	Transportaion Fees				75					
37	419900	Other Local				76	460000	TRANSFERS IN			
38		TOTAL OTHER LOCAL **	1,000CR	*****	1,000CR	77					
39	410000	TOTAL LOCAL ** (Line 13 + 38)	1,000CR	*****	1,000CR	78	400000	BAL. + REVENUE + TRANS. (Lines 1 + 74 + 76)	39,938CR	*****	29,938CR

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

**BUDGET
EXPENDITURES**
July 1, 2014 - June 30, 2015

FUND NO: 7

716

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
1	512	Elementary School Prog.										
2	515	Secondary School Prog.										
3	517	Alternative School Prog.										
4	519	Vocational-Technical Prog.										
5	521	Exceptional Child Prog.										
6	522	Preschool Exceptional Prog.										
7	524	Gifted & Talented Prog.										
8	531	Interscholastic Prog.										
9	532	School Activity Prog.										
10	541	Summer School Prog.										
11	542	Adult School Prog.										
12	546	Detention Center Prog.										
13												
14	500	TOTAL INSTRUCTION **	0	0	0	0	0	0	0	0	0	0
15												
16	611	Attend-Guidance-Health Prog										
17	616	Special Services Prog.										
18												
19	621	Instruction Improvement Prog										
20	622	Educational Media Prog.										
21	623	Instruction-Related Tech Prog										
22	631	Board of Education Prog.										
23	632	District Admin Prog.										
24												
25	641	School Administration Prog.										
26												
27	651	Business Operation Prog.										
28	655	Central Service Prog.										
29	656	Admin Tech Services Prog.										
30	661	Bldg-Care Prog. (Custodial)										
31	663	Maint-Non Student Occupied										
32	664	Maint-Student Occupied Bldgs										
33	665	Maintenance - Grounds										
34	667	Security Program										
35												
36	681	Pupil-To School Trans. Prog.										
37	682	Pupil-Activity Trans. Prog.										
38	683	General Transportation Prog.										

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY

**BUDGET
EXPENDITURES**
July 1, 2014 - June 30, 2015

FUND NO: 1

716

Line	Code	EXPENDITURES Functions/Programs	Prior Year Budget	Proposed Budget	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies Materials	500 Capital Objects	600 Debt Retirement	700 Insurance- Judgment	800 Transfers
39	691	Other Support Services Prog.	11,000	10,000			10,000					
40												
41	600	TOTAL SUPPORT SERV.**	11,000	10,000	0	0	10,000	0	0	0	0	0
42												
43	710	Child Nutrition Program										
44	720	Community Services Program										
45	730	Enterprise Operations										
46	700	TOTAL NON-INSTRUCTION**	0	0	0	0	0	0	0	0	0	0
47												
48	810	Capital Assets-Student Occ										
49	811	Capital Assets-Non Student Occ										
50	800	TOTAL CAPITAL ASSETS PROG**	0	0	0	0	0	0	0	0	0	0
51												
52	911	Debt Services Prog.-Princ.										
53	912	Debt Services Prog.-Int.										
54	913	Debt Serv Prog-Refnded Debt										
55	920	Transfers Out										
56												
57	900	TOTAL OTHER SERVICES **	0	0	0	0	0	0	0	0	0	0
58												
59												
60		TOTAL EXPENDITURES ** (Lines 14+41+47+49+57) **	11,000	10,000	0	0	10,000	0	0	0	0	0
61												
62	950	Contingency Reserve (5% of Line 60)										
63												
64		TOTAL APPROPRIATION (Line 60 + Line 62)	11,000	10,000								
65												
66		BUDGET SUMMARY										
67												
68		Beginning Fund Balance	38,938CR	28,938CR								
69		Revenues + Transfers In	1,000CR	1,000CR								
70		TOTAL REVENUE (68 + 69)	39,938CR	29,938CR								
71												
72		Total Appropriation	11,000	10,000								
73		Unappropriated Balance	28,938	19,938								
74		TOTAL APPROPRIATION (72+73)	39,938	29,938								

BUDGET SUMMARY

The total on line 70 must equal the total on line 74

October 9, 2014

Please fax, email or mail your written response or request for extension to:

APPENDIX

Idaho Division of Building Safety
1090 E Watertower Street, Suite 150
Meridian, ID 83642

Office: 1-800-955-3044
Fax: 1-208-855-9669
E-mail: safety@dbs.idaho.gov

FACILITY REPORT

Facility No: E-271-0134

Inspector: BRAD ZIEL
Inspection Date: 04/30/2013

Owner: Coeur d Alene School Dist #271
311 N 10th St
Coeur d Alene, ID 83814

Location:
CDA Charter High School Building
711 W Kathleen
COEUR D ALENE, ID 83814

Contact: A Glenn Mabile
Contact Phone: 2086761667
Contact E-mail: gmabile@cdacharter.org

A response regarding your plans for corrective action for the potential safety hazards is required within 20 calendar days of receipt of report. Corrections need not be completed to respond. Should additional time be needed to formulate responses, an extension of time for up to 60 days may be requested.

Recommendations:

17.10.01.004.01

1. 150.06.a. Room A-7. Electric power taps shall not be "daisy chained", "piggy backed", otherwise connected to one another.

October 9, 2014

Please fax, email or mail your written response or request for extension to:

Idaho Division of Building Safety
1090 E Watertower Street, Suite 150
Meridian, ID 83642

Office: 1-800-955-3044
Fax: 1-208-855-9669
E-mail: safety@dbs.idaho.gov

FACILITY REPORT

Facility No: E-271-0137

Inspector: BRAD ZIEL
Inspection Date: 04/30/2013

Owner: Coeur d Alene School Dist #271
311 N 10th St
Coeur d Alene, ID 83814

Location:
Charter Portable Classroom M5-M10
711 West Kathleen
Coeur d Alene, ID 83815

Contact: A Glenn Mabile
Contact Phone: 2086761667
Contact E-mail: gmabile@cdacharter.org

A response regarding your plans for corrective action for the potential safety hazards is required within 20 calendar days of receipt of report. Corrections need not be completed to respond. Should additional time be needed to formulate responses, an extension of time for up to 60 days may be requested.

Recommendations:

17.10.01.004.01

1. 150.05.d. Mods 6; 8; 11: Flexible electric extension cords are not allowed to be used as a substitute for fixed permanent electric wiring.
2. 150.06.a. Mods 10 and 11: Daisy chain in mod 10 and there are mulible daisy chains and extension cords in mod 11.

October 9, 2014

Please fax, email or mail your written response or request for extension to:

Idaho Division of Building Safety
1090 E Watertower Street, Suite 150
Meridian, ID 83642

Office: 1-800-955-3044
Fax: 1-208-855-9669
E-mail: safety@dbs.idaho.gov

FACILITY REPORT

Facility No: E-271-0136

Inspector: BRAD ZIEL
Inspection Date: 04/30/2013

Owner: Coeur d Alene School Dist #271
311 N 10th St
Coeur d Alene, ID 83814

Location:
Charter Portable Classroom M1-M4
711 West Kathleen
Coeur d Alene, ID 83815

Contact: A Glenn Mabile
Contact Phone: 2086761667
Contact E-mail: gmabile@cdacharter.org

A response regarding your plans for corrective action for the potential safety hazards is required within 20 calendar days of receipt of report. Corrections need not be completed to respond. Should additional time be needed to formulate responses, an extension of time for up to 60 days may be requested.

Recommendations:

17.10.01.004.01

1. 150.05.d. Mod 1 and 4: Flexible electric extension cords are not allowed to be used as a substitute for fixed permanent electric wiring

October 9, 2014

Please fax, email or mail your written response or request for extension to:

Idaho Division of Building Safety
1090 E Watertower Street, Suite 150
Meridian, ID 83642

Office: 1-800-955-3044
Fax: 1-208-855-9669
E-mail: safety@dbs.idaho.gov

FACILITY REPORT

Facility No: E-271-0135

Inspector: BRAD ZIEL
Inspection Date: 04/30/2013

Owner: Coeur d Alene School Dist #271
311 N 10th St
Coeur d Alene, ID 83814

Location:
CDA Charter School Main Classroom Bldg
711 West Kathleen
Coeur d Alene, ID 83815

Contact: A Glenn Mabile
Contact Phone: 2086761667
Contact E-mail: gmabile@cdacharter.org

A response regarding your plans for corrective action for the potential safety hazards is required within 20 calendar days of receipt of report. Corrections need not be completed to respond. Should additional time be needed to formulate responses, an extension of time for up to 60 days may be requested.

Recommendations:

17.10.01.004.01

1. 150.05.d. Rooms 3; 5 and Vice Principals Office. Flexible electric extension cords are not allowed to be used as a substitute for fixed permanent electric wiring.
2. 060.04.p. Nurses Room: Portable Heating appliances shall have tip over protection.
3. 150.05.d. Cover plate is needed at exposed conductors at rear exit in room 12. Cover plates are required to be used to cover all exposed conductors in junction boxes, panels, electric enclosures, etc.

October 9, 2014

From: Glenn Mabile
To: ["Brad Ziel"; safety@dbs.idaho.gov](mailto:Brad.Ziel@dbs.idaho.gov)
Cc: [Carl Larsen \(clarsen2@cdacharter.org\)](mailto:clarsen2@cdacharter.org)
Subject: RE: Safety inspection reports
Date: Wednesday, May 08, 2013 9:35:00 AM

Dear Brad and Department personnel,

All of the recommendations in our building safety inspections are related to flexible extension cords, daisy chained extensions, outlet covers and portable heating devices.

Facility #s E-271-0134, E-271-0135, E-271-0136, E-271-0137

We are currently working on all of the recommendations and expect them to be compliant by May 10, 2013.

Thank you for your efforts to maintain safe facilities for our kids!

Sincerely,

A. Glenn Mabile
CFO/Business Manager
Coeur d'Alene Charter Academy

From: Brad Ziel [mailto:Brad.Ziel@dbs.idaho.gov]
Sent: Monday, May 06, 2013 10:53 AM
To: Glenn Mabile
Subject: Safety inspection reports

**COEUR D'ALENE CHARTER
ACADEMY, INC.**

**FINANCIAL STATEMENTS
JUNE 30, 2013**

October 9, 2014

Coeur d'Alene Charter Academy, Inc.
June 30, 2013

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October 9, 2014

FINANCIAL SECTION

INDEPENDENT AUDITORS' REPORT

INDEPENDENT AUDITORS' REPORT

To the Board of Directors
Coeur d'Alene Charter Academy, Inc.
Coeur d'Alene, ID 83814

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Coeur d'Alene Charter Academy, Inc. as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the Coeur d'Alene Charter Academy, Inc.'s basic financial statements as listed in the table of contents. We have also audited each fiduciary fund type of Coeur d'Alene Charter Academy, Inc., as of and for the year ended June 30, 2013, as displayed in Coeur d'Alene Charter Academy, Inc.'s basic financial statements.

Management's Responsibility for the Financial Statements

Coeur d'Alene Charter Academy, Inc.'s management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Coeur d'Alene Charter Academy, Inc., as of June 30, 2013, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. In addition, in our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of each fiduciary fund of Coeur d'Alene Charter Academy, Inc., as of June 30, 2013, and the respective changes in financial position, for the year then ended in accordance with accounting principles generally accepted in the United States of America.

- 1 -

INDEPENDENT AUDITORS' REPORT (CONCLUDED)

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the *management's discussion and analysis and budgetary comparison information on pages 3-7 and 26* be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Coeur d'Alene Charter Academy, Inc. 's basic financial statements. The Agency Funds – Schedule of Changes in Deposit Balances of Student Body Funds is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The Agency Funds – Schedule of Changes in Deposit Balances of Student Body Funds is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Agency Funds – Schedule of Changes in Deposit Balances of Student Body Funds is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 15, 2013 on our consideration of Coeur d'Alene Charter Academy, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Coeur d'Alene Charter Academy, Inc. 's internal control over financial reporting and compliance.

Magnuson, McHugh & Company, P.A.

Magnuson, McHugh, & Co.

October 15, 2013

October 9, 2014

FINANCIAL SECTION

MANAGEMENT'S DISCUSSION AND ANALYSIS

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

**MANAGEMENT'S DISCUSSION AND ANALYSIS
For the Year Ended June 30, 2013**

The following discussion and analysis provides an overview of Coeur d'Alene Charter Academy's (the "Academy") financial performance for activities during the fiscal year ended June 30, 2013.

FINANCIAL HIGHLIGHTS

- The Academy experienced a substantial increase in student population, the 13th of our 14 year history. The year over year increase in beginning enrollment was 10.7%.
- Due to the increased student population, generous local donors, and a slowly improving economy our actual revenue exceeded budget projections by 11.5%.
- Conservative use of funds and increased revenues allowed us to begin reversing the effects of net asset and fund balance reductions experienced during the recession period.

OVERVIEW OF FINANCIAL STATEMENTS

The Academy's annual financial statements are comprised of four parts: management's discussion and analysis, basic financial statements, required supplementary information, and other supplementary information.

- The basic financial statements include two accounting formats and related notes that provide further details to the information presented in those statements.
- Government-wide statements report a compilation of the Academy's financial information.
- Fund financial statements focus on individual parts of the Academy's financial activities and provide more details on operations.
- Notes to the financial statements provide explanations and disclosures to some of the information in the statements so that readers have a deeper understanding of the Academy's financial picture.
- Required supplementary information contains the general fund budgetary comparison schedule. This statement shows a condensed version of the budget planning for the fiscal year and how the actual results varied from the plan.
- The statements conclude with other supplementary information on non-major and fiduciary funds that are utilized by the Academy for special purposes or held in trust for other organizations. This section provides more detail on the funds reported in aggregate in the previous fund financial statements.

Government-wide Statements

The government-wide statements report information in an accounting method similar to statements provided by private sector companies. The statement of net position indicates the financial position of the Academy at a given point in time (in this case the last day of the fiscal year). The statement of activities reports programmatic expenses and revenues that result in the change in net position over a period in time (fiscal year).

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

**MANAGEMENT'S DISCUSSION AND ANALYSIS
For the Year Ended June 30, 2013**

OVERVIEW OF FINANCIAL STATEMENTS (CONTINUED)

Government-wide Statements (Continued)

- The bottom line on these statements, net position, is one measure of the overall financial position of the Academy. An increase or decrease from a prior year may indicate improvement or decline of the financial position.
- To gain a complete picture of the overall financial condition of the Academy the reader should consider additional factors that include student enrollment, community growth, legislative appropriations, and State economic conditions.
- In the government-wide financial statements, the Academy's activities are all classified as governmental activities. These activities are largely supported by Idaho State general fund revenue derived from income and sales tax. The Academy does not receive funding from local property tax revenues.

Fund Financial Statements

The fund financial statements provide detailed information about the general fund, a compilation of the non-major funds (other governmental), and fiduciary funds. Funds are accounting devices used to track the source of funding and spending on particular programs. This enables the Academy to demonstrate compliance with various regulatory requirements. A balance sheet and statement of revenues, expenditures and changes in fund balances is provided along with reconciliation to the government-wide statements. The reconciliation statements provide a tie between fund statements and government-wide statements that allow the user to connect the overall financial picture with the more detailed one.

Fund Types

Governmental Funds – Most of the Academy's basic services are included in governmental funds. They generally focus on the sources and the uses of cash and other financial assets that provide the basic programmatic services of the Academy. The governmental funds statements provide a more detailed view as to whether there were sufficient resources to finance the Academy's programs. It can also indicate the availability of resources for future use. Governmental fund information does not report on long-term commitments as is reported on the government-wide statements. Therefore, an explanation of the differences between the governmental funds and the government-wide statements is included as a separate statement.

Fiduciary/Agency Funds – The Academy is responsible as a trustee, or fiduciary, for student organizations and the scholarship and a building trust fund. These funds may only be used for their intended purpose and only by those to whom the assets belong. The Academy excludes these activities from government-wide statements because they cannot be used for its operations.

FINANCIAL ANALYSIS

Net Position

One indicator of the Academy's financial position is net position. Assets exceeded liabilities by \$2,458,995 as of June 30, 2013. This represented a .01% decrease in net position over last year. The largest portion of net position is reflected in investment in capital assets (e.g. buildings and real property, electronic equipment, furniture and fixtures). Although net position decreased, the amount was minor and is viewed as a success given the economic climate (Table 2). Table 1 on the following page provides a summary of the Academy's net position.

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

**MANAGEMENT'S DISCUSSION AND ANALYSIS
For the Year Ended June 30, 2013**

FINANCIAL ANALYSIS (CONTINUED)

Net Position (Continued)

**Table 1
Statement of Net Position
June 30, 2013 and 2012**

	2013	2012
ASSETS		
Current and other assets	\$ 1,259,949	\$ 1,265,680
Capital assets, net of accumulated depreciation	3,900,402	4,039,621
Total assets	5,160,351	5,305,301
LIABILITIES		
Long-term liabilities outstanding	2,284,853	2,431,346
Other liabilities	416,503	412,120
Total liabilities	2,701,356	2,843,466
NET POSITION		
Net investment in capital assets	1,615,549	1,608,275
Unrestricted	843,446	853,560
	<u>\$ 2,458,995</u>	<u>\$ 2,461,835</u>

Changes in Net Position

Table 2, below, shows the changes in net position for the fiscal year ended 2013. Total expenses exceeded revenues by \$2,840. The improvement over last year is largely attributed to increased student population (producing increased state revenue) combined with controlled growth of related expenses. Expenses reflect the fact that all of the Academy's activities revolve around the instruction and support of school programs.

**Table 2
Changes in Net Position
For the Years Ending June 30, 2013 and 2012**

	2013	2012
REVENUES		
Program revenues:		
Charges for services	\$ 111,124	\$ 87,296
General revenues:		
State revenues	3,550,860	3,164,982
Interest and investment earnings	6,245	7,978
Federal assistance	-	94,660
Other local support	74,995	92,990
Total revenues	3,743,224	3,447,906
EXPENSES		
Instructional services	2,823,278	2,726,856
Support services	830,628	832,037
Interest on long-term debt	92,158	95,839
Total expenses	3,746,064	3,654,732
CHANGE IN NET POSITION	<u>\$ (2,840)</u>	<u>\$ (206,826)</u>

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

MANAGEMENT'S DISCUSSION AND ANALYSIS
For the Year Ended June 30, 2013

FINANCIAL ANALYSIS (CONTINUED)

Governmental Funds

The Academy completed the year with a total governmental fund balance of \$843,446 which is down from the prior year fund balance by \$10,114, or 1.18%. As earlier stated in relation to net position, the change is viewed as positive given the economic climate and the stability in operations represented in Table 3.

General Fund Budgetary Highlights

The beginning budget for the Academy is presented to the public and adopted in June of the preceding year. Typically, an amended budget is adopted in December or January of the fiscal year based on attendance and employment figures that are not available earlier. Revenue received by the State is largely based on those figures. The budget for 2012-2013 was amended by minor amounts through the year.

The Schedule of Revenues, Expenditures and Changes in Fund Balances – Budget and Actual – General Fund (page 26) shows the changes in the budget and a comparison with actual results. The net change in the general fund balance at year end was mitigated by conservative planning and budgeting.

Table 3
Statement of Revenues and Expenditures
and Changes in Fund Balance-Governmental Funds
For the Years Ending June 30, 2013 and 2012

	2013	2012	Total % Change
REVENUES			
Interest	\$ 6,245	\$ 7,978	-22%
Other local revenue	186,119	180,286	3%
State support	3,550,860	3,164,982	12%
Federal Assistance	-	94,660	-100%
Total revenues	3,743,224	3,447,906	9%
EXPENDITURES			
Instructional services programs	2,656,299	2,562,175	4%
Support services programs	822,549	824,087	0%
Capital asset program	35,839	438,371	-92%
Debt service (P&I)	238,651	232,553	3%
Total expenses	3,753,338	4,057,186	-7%
OTHER FINANCING SOURCES (USES)			
Proceeds from notes	-	350,000	100%
Transfers in	20,045	334,061	-94%
Transfers out	(20,045)	(334,061)	-94%
Total other financing sources (uses)	-	350,000	100%
NET CHANGE IN FUND BALANCE	\$ (10,114)	\$ (259,280)	-96%

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

**MANAGEMENT'S DISCUSSION AND ANALYSIS
For the Year Ended June 30, 2013**

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

An overview of capital asset changes for the fiscal year is contained in note 5 on page 22 and 23 (notes to financial statements). The majority of changes are due to depreciation of assets. Total capital assets, after accumulated depreciation, at the end of the fiscal year are \$3,900,402.

Long-Term Debt

Four notes currently held by bankcda on Academy real property (note 7, pg 24) were renegotiated in January 2012 to reduce the interest rates. The notes are now 3.85% with the balance due in January 2021. All other terms are unchanged. A fifth note, also at 3.85%, was executed on June 28th, 2013 with a 10 year term. The note was for construction of the high school addition and was completely drawn in October 2013. We will continue to use debt with prudence and maintain it at a level that meets the capital needs of the institution and is not detrimental to our overall financial health.

FACTORS BEARING ON THE ACADEMY'S FUTURE

Currently known circumstances that will impact the Academy's financial status in the future:

- The economy continues to be the primary driver in determining future state tax revenues. The State of Idaho is experiencing a slow recovery from the recession and some improvement in tax revenues. There is still a great deal of uncertainty and we will continue to operate in a manner that is conservative in relation to expenditures and the known sources of revenue.
- Projected enrollment for the coming year is flat. State funding should be marginally up but human resource expenses will present challenges for the coming year.
- Health reform and continued political conflict on the federal and state level may impact the economy, which in turn will affect the stability of future revenues and expenses.

CONTACTING THE ACADEMY'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens with a general overview of the Academy's finances and to demonstrate our accountability for the resources we receive from all sources. If you have questions about this report or need additional information, contact the Coeur d'Alene Charter Academy, 4904 N. Duncan Dr., Coeur d'Alene, ID 83815 or email gmobile@cdacharter.org.

October 9, 2014

FINANCIAL SECTION

BASIC FINANCIAL STATEMENTS

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

STATEMENT OF NET POSITION

June 30, 2013

ASSETS

Cash and cash equivalents	\$ 1,245,114
Receivables	14,835
Capital assets not being depreciated:	722,465
Capital assets net of accumulated depreciation	3,177,937
Total assets	<u>5,160,351</u>

LIABILITIES

Accounts payable	12,375
Accrued payroll and benefits	349,368
Deposits	54,760
Long-term liabilities:	
Due within one year	153,789
Due in more than one year	2,131,064
Total liabilities	<u>2,701,356</u>

NET POSITION

Net investment in capital assets	1,615,549
Unrestricted	843,446
Total net position	<u>\$ 2,458,995</u>

The accompanying "Notes to the Financial Statements"
are an integral part of this statement.

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2013

			Program Revenues		Net (Expenses)
			Operating	Capital	Revenues and
			Grants and	Grants and	Changes in
			Contributions	Contributions	Net Assets
	Expenses	Charges for			Governmental
		Services			Activities
FUNCTIONS/PROGRAMS:					
Governmental Activities:					
Instruction programs:					
Secondary	\$ 2,743,745	\$ 111,124	\$ -	\$ -	\$ (2,632,621)
Interscholastic & school activity	79,533	-	-	-	(79,533)
Support services programs:					
Attendance-guidance-health	90,552	-	-	-	(90,552)
Instructional related technology program	15,466	-	-	-	(15,466)
School administration	349,606	-	-	-	(349,606)
Business operations	143,178	-	-	-	(143,178)
Custodial & maintenance	227,095	-	-	-	(227,095)
Transportation	4,731	-	-	-	(4,731)
Interest on long-term debt	92,158	-	-	-	(92,158)
Total governmental activities	<u>\$ 3,746,064</u>	<u>\$ 111,124</u>	<u>\$ -</u>	<u>\$ -</u>	<u>(3,634,940)</u>
General revenues:					
State revenue					3,550,860
Other local support					74,995
Interest and investment earnings					6,245
Total general revenues					<u>3,632,100</u>
Change in net position					(2,840)
Net position - July 1, 2012					2,461,835
Net position - June 30, 2013					<u>\$ 2,458,995</u>

The accompanying "Notes to the Financial Statements"
are an integral part of this statement.

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

**BALANCE SHEET
GOVERNMENTAL FUNDS
June 30, 2013**

		*	
	General	Technology Fund	Total
ASSETS			
Cash and cash equivalents	\$ 1,238,361	\$ 6,753	\$ 1,245,114
Accounts receivable	14,835	-	14,835
Total assets	<u>\$ 1,253,196</u>	<u>\$ 6,753</u>	<u>\$ 1,259,949</u>
LIABILITIES AND FUND BALANCES			
Liabilities:			
Accounts payable	\$ 12,375	\$ -	\$ 12,375
Accrued payroll and benefits	347,672	1,696	349,368
Deposits	54,760	-	54,760
Total liabilities	<u>414,807</u>	<u>1,696</u>	<u>416,503</u>
Fund balances:			
Restricted for technology	-	5,057	5,057
Assigned to:			
Debt retirement	245,000	-	245,000
Building maintenance and repairs	50,000	-	50,000
Contractual employee salary and benefit commitments for FY 2014	<u>543,389</u>	<u>-</u>	<u>543,389</u>
Total fund balances	<u>838,389</u>	<u>5,057</u>	<u>843,446</u>
Total liabilities and fund balances	<u>\$ 1,253,196</u>	<u>\$ 6,753</u>	<u>\$ 1,259,949</u>

* Not a major fund

The accompanying "Notes to the Financial Statements"
are an integral part of this statement.

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
TO THE STATEMENT OF NET POSITION
June 30, 2013

Total fund balances at June 30, 2013 - Governmental Funds		\$	843,446
Cost of capital assets at June 30, 2013	\$	5,887,625	
Less: Accumulated depreciation as of June 30, 2013			
Buildings		(916,471)	
Equipment and furniture		(1,015,294)	
Land improvements		<u>(55,458)</u>	3,900,402
Long-term liabilities at June 30, 2013:			
Long-term debt payable			<u>(2,284,853)</u>
Net position at June 30, 2013		\$	<u><u>2,458,995</u></u>

The accompanying "Notes to the Financial Statements"
are an integral part of this statement.

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
For the Year Ended June 30, 2013

		*	*	*	
	General	Technology Fund	Capital Projects	Plant Facilities Lottery	Total
REVENUES					
Interest income	\$ 6,245	\$ -	\$ -	\$ -	\$ 6,245
Other local revenue	186,119	-	-	-	186,119
State assistance and reimbursements	3,520,138	30,722	-	-	3,550,860
Total revenues	3,712,502	30,722	-	-	3,743,224
EXPENDITURES					
Instruction programs:					
Secondary programs	2,576,766	-	-	-	2,576,766
Interscholastic & school activity programs	79,533	-	-	-	79,533
Total instruction programs	2,656,299	-	-	-	2,656,299
Support services programs:					
Attendance, guidance and health program	90,552	-	-	-	90,552
Instructional related technology program	-	15,466	-	-	15,466
School administration program	344,948	-	-	-	344,948
Business operations program	143,178	-	-	-	143,178
Custodial and maintenance program	223,674	-	-	-	223,674
Transportation program	4,731	-	-	-	4,731
Total support services programs	807,083	15,466	-	-	822,549
Capital asset program	1,821	13,973	10,660	9,385	35,839
Debt service program:					
Principal retirement	146,493	-	-	-	146,493
Interest	92,158	-	-	-	92,158
Total debt service program	238,651	-	-	-	238,651
Total expenditures	3,703,854	29,439	10,660	9,385	3,753,338
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	8,648	1,283	(10,660)	(9,385)	(10,114)
OTHER FINANCING SOURCES (USES)					
Transfers in	-	-	10,660	9,385	20,045
Transfers out	(20,045)	-	-	-	(20,045)
Total other financing sources (uses)	(20,045)	-	10,660	9,385	-
NET CHANGE IN FUND BALANCES	(11,397)	1,283	-	-	(10,114)
FUND BALANCES, beginning	849,786	3,774	-	-	853,560
FUND BALANCES, ending	\$ 838,389	\$ 5,057	\$ -	\$ -	\$ 843,446

* Not a major fund

The accompanying "Notes to the Financial Statements" are an integral part of this statement.

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCES OF THE GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2013**

Total net changes in fund balances for year ended June 30, 2013	\$ (10,114)
Add: Capital outlay which is considered expenditures	35,839
Less: Depreciation expense for the year ended June 30, 2013	(175,058)
Add: Loan payments considered as an expenditure	146,493
Change in net position for the year ended June 30, 2013	<u>\$ (2,840)</u>

The accompanying "Notes to the Financial Statements"
are an integral part of this statement.

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

STATEMENT OF NET POSITION
FIDUCIARY FUNDS
June 30, 2013

	Expendable Building Trust	Scholarship Trust	Student Body Agency Funds
ASSETS			
Cash and cash equivalents	\$ 62,903	\$ 38,938	\$ 90,095
Total assets	62,903	38,938	90,095
LIABILITIES			
Due to student groups	-	-	90,095
Total liabilities	-	-	90,095
NET POSITION			
Held in trust	\$ 62,903	\$ 38,938	\$ -

The accompanying "Notes to the Financial Statements"
are an integral part of this statement.

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

**STATEMENT OF CHANGES IN NET POSITION
FIDUCIARY FUNDS
For the Year Ended June 30, 2013**

	Expendable Building Trust	Expendable Scholarship Trust
ADDITIONS		
Contributions	\$ 31,485	\$ 6,190
Interest earnings	182	113
Total additions	<u>31,667</u>	<u>6,303</u>
DEDUCTIONS		
Contribution expense	5,872	-
Auction expenses	8,610	-
Scholarships	-	3,000
Total deductions	<u>14,482</u>	<u>3,000</u>
Change in net position	17,185	3,303
NET POSITION, beginning of year	<u>45,718</u>	<u>35,635</u>
NET POSITION, end of year	<u>\$ 62,903</u>	<u>\$ 38,938</u>

The accompanying "Notes to the Financial Statements"
are an integral part of this statement.

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2013

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Coeur d'Alene Charter Academy, Inc. (the "Academy") operates under the direction of a Board of Directors, who oversees the operation of the Academy and governs the decisions made by the Principal. The Academy is engaged in the education of students on the secondary level. Coeur d'Alene Charter Academy, Inc. does not exercise sufficient control over other governmental agencies and authorities to warrant including them as a part of the Academy's entity.

A. Reporting Entity

A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the Academy consists of all funds, departments, boards, and agencies that are not legally separate from Coeur d'Alene Charter Academy Inc. For the Academy this includes general operations, debt service, and student and supportive service activities.

Component units are legally separate organizations for which the Academy is financially accountable. Component units may also include organizations that are fiscally dependent on the Academy, that is, the Academy approves their budget, the issuance of their debt, or the levying of taxes. The Academy has no component units.

The financial statements of the Academy have been prepared in conformity with generally accepted accounting principles (GAAP) as applied to governmental entities. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. During the year ended June 30, 2013, the Academy implemented GASB No. 63, Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position. The most significant of the Academy's accounting policies are described below:

B. Fund Accounting

The Academy uses funds to maintain its financial records during the fiscal year. Fund accounting is designed to demonstrate legal compliance and to aid management by segregating transactions related to certain Academy functions or activities. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts. The various funds of the Academy are grouped into the categories governmental and fiduciary.

Governmental Funds – Governmental funds focus on the sources, uses and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and liabilities is reported as fund balance. The following are the Academy's major governmental funds:

General Fund – The general fund is used to account for all financial resources except those required to be accounted for in another fund. The general fund is available for any purpose provided it is expended or transferred according to the laws of the state of Idaho.

Additionally, the Academy reports the following governmental funds:

Capital Projects Fund – The capital projects fund is used to account for financial resources used to construct or acquire capital improvements/additions.

Technology Fund – The Technology fund is used to account for financial resources provided to the Academy through the State of Idaho for technology related functions.

Plant Facilities Lottery Fund – The Plant Facilities Lottery fund is used to account for financial resources used for Plant Facilities capital outlay.

(Continued)

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2013

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

B. Fund Accounting (Continued)

Fiduciary Funds – Fiduciary fund reporting focuses on net position and changes in net position. The funds accounted for in this category by the Academy are the agency and trust funds. The trust funds are an expendable building fund and a scholarship fund maintained and distributed by the Academy. The agency fund accounts for assets held by the Academy as an agent for school organizations. These funds are custodial in nature (assets equal liabilities) and do not involve measurement of results of operations.

During the course of operations the Academy has activity between funds for various purposes. Any residual balances outstanding at year end are reported as due from/to other funds. While these balances are reported in the fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Balances between the funds included in governmental activities are eliminated so that only the net amount is included as internal balances in the governmental activities column.

Further, certain activity occurs during the year involving transfers of resources between funds. In fund financial statements these amounts are reported at gross amounts as transfers in/out. While reported in fund financial statements, certain eliminations are made in the preparation of the government-wide financial statements. Transfers between the funds included in the governmental activities are eliminated so that only the net amount is included as transfers in the governmental activities column.

C. Basis of Presentation

Government-wide Financial Statements – The statement of net position and the statement of activities display information about the Academy as a whole. These statements include the financial activities of the primary government, except for fiduciary funds. The Academy has activities that are considered to be governmental as opposed to business-type activity.

The government-wide statements are prepared using the economic resources measurement focus. This differs from the manner in which governmental fund financial statements are prepared. Therefore, governmental fund financial statements include reconciliation with brief explanations to better identify the relationship between the government-wide statements and the statements for governmental funds.

The government-wide statement of activities presents a comparison between direct expenses and program revenues for each function or program of the Academy's governmental activities. Direct expenses are those that are specifically associated with a service, program, or department and are therefore clearly identifiable to a particular function. Program revenues include charges paid by the recipient of the goods or services offered by the program and grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues of the Academy, with certain limited exceptions. The comparison of direct expenses with program revenues identifies the extent to which each business segment or governmental function is self-financing or draws from the general revenues of the Academy.

Fund Financial Statements – Fund financial statements report detailed information about the Academy. The focus of governmental fund statements is on major funds rather than reporting funds by type. Each major fund is presented in a separate column. Non major funds are also reported on the fund statements and noted with an asterisk to indicate that they are non major funds.

(Continued)

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2013

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Basis of Presentation (Continued)

The accounting and reporting treatment applied to a fund is determined by its measurement focus. All governmental fund types are accounted for using a flow of current financial resources measurement focus. The financial statements for governmental funds are a balance sheet, which generally includes only current assets and current liabilities, and a statement of revenues, expenditures and changes in fund balances, which reports on the sources (i.e., revenues and other financing sources) and uses (i.e., expenditures and other financing uses) of current financial resources.

Fiduciary funds are reported using the economic resources measurement focus.

D. Basis of Accounting

Basis of accounting determines when transactions are recorded in the financial records and reported on the financial statements. Government-wide financial statements are prepared using the accrual basis of accounting. Governmental funds use the modified accrual basis of accounting. Fiduciary funds also use the accrual basis of accounting.

Revenues – Exchange and Non-exchange Transactions – Revenues resulting from exchange transactions, in which each party receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenues are recorded in the fiscal year in which the resources are measurable and available. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the Academy available means expected to be received within 60 days of the fiscal year-end.

Non-exchange transactions, in which the Academy receives value without directly giving equal value in return, include grants, entitlements and donations. Revenue from grants, entitlements and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are required to be used or the fiscal year when use is first permitted, matching requirements, in which the Academy must provide local resources to be used for a specified purpose, and expenditure requirements, in which the resources are provided to the Academy on a reimbursement basis. On a modified accrual basis, revenues from non-exchange transactions must also be available before it can be recognized.

Under the modified accrual basis, the following revenue sources are considered to be both measurable and available at fiscal year-end: interest, tuition, grants, student fees, and rentals.

Expenses/Expenditures – On the accrual basis of accounting, expenses are recognized at the time they are incurred.

The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred, if measurable. Allocations of cost, such as depreciation, are not recognized in governmental funds.

When both restricted and unrestricted resources are available for use, it is the government's policy to use restricted resources first, then unrestricted resources as they are needed.

(Continued)

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2013

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

E. Cash and Cash Equivalents

On the financial statements, cash received by the Academy is pooled for investment purposes and is presented as "Cash and Cash Equivalents" for the following funds: General fund and non-major funds. Interest earned in the pooled accounts is allocated to the general fund.

During the fiscal year ended June 30, 2013, investments were limited to money market accounts and certificates of deposit.

For presentation on the financial statements, investments with an original maturity of three months or less at the time they are purchased by the Academy are considered to be cash equivalents. Investments with an initial maturity of more than three months are reported as investments. It also includes certificates of deposit with a maturity beyond three months as the entity is able to access the funds at any time with minimal penalty.

F. Capital Assets

General capital assets usually result from expenditures in the governmental funds. These assets are reported in the government-wide statement of net position but are not reported in the fund financial statements.

All capital assets are capitalized at cost (or estimated historical cost) and updated for additions and retirements during the year. Donated fixed assets are recorded at their fair market values as of the date received. The Academy maintains a capitalization threshold of \$500 to \$50,000 depending on the nature of the item (i.e. buildings with a cost of \$50,000 or more are capitalized and equipment with a cost of \$500 or more are capitalized). The Academy does not possess any infrastructure. Improvements and interest incurred during the construction of capital assets are capitalized. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are not capitalized.

All reported capital assets are depreciated. Improvements are depreciated over the remaining useful lives of the related capital assets. Depreciation is computed using the straight-line method over the following useful lives:

<u>Description</u>	<u>Estimated Lives</u>
Land improvements	40 yrs
Buildings/improvements	40 yrs
Modular equipment	10 yrs
Improvements	10 yrs
Furniture	7 yrs
Equipment	5 yrs

G. Accrued Liabilities and Long-term Obligations

All payables, accrued liabilities, and long-term obligations are reported in the government-wide financial statements.

In general, payables and accrued liabilities that will be paid from governmental funds are reported on the governmental fund financial statements regardless of whether they will be liquidated with current resources. However, claims and judgments and the noncurrent portion of notes, which will be paid from governmental funds, are reported as a liability in the fund financial statements only to the extent that they will be paid with current, expendable, available financial resources.

(Continued)

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

NOTES TO THE FINANCIAL STATEMENTS

June 30, 2013

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

G. Accrued Liabilities and Long-term Obligations (Continued)

In general, payments made within 60 days after year end are considered to have been made with current available financial resources. Bonds and other long-term obligations paid from governmental funds are not recognized as a liability in the fund financial statements until due.

H. Fund Balance Reserves

Coeur d'Alene Charter Academy, Inc. follows GASB Statement 54 and classifies its fund balances as non spendable, restricted, committed, assigned, and unassigned, as applicable.

I. Net Position

Net position represent the difference between assets and liabilities. Net position invested in capital assets, net of related debt consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. Net position are reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the Academy, or through external restrictions imposed by creditors, grantors or laws or regulations of other governments.

J. Interfund Activity

Exchange transactions between funds are reported as revenues in the seller funds and as expenses/expenditures in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Interfund transfers are reported as other financing sources/uses in governmental funds. Repayments from funds responsible for particular expenses/expenditures to the funds that initially paid for them are not presented on the financial statements.

K. Extraordinary and Special Items

Extraordinary items are transactions that are both unusual in nature and infrequent in occurrence. Special items are transactions or events that are within the control of the Board of Directors and that are either unusual in nature or infrequent in occurrence. Neither type of transactions occurred during the fiscal year ended June 30, 2013.

L. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

(Continued)

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2013

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

M. Income Taxes

Coeur d'Alene Charter Academy, Inc. is a nonprofit organization exempt from federal income tax under Internal Revenue Code Section 501(c)(3). In accordance with generally accepted accounting principles, the organization is required to disclose certain information regarding potential liabilities regarding its tax positions it currently takes or has taken in prior years. Currently, there are no unrecognized tax benefits or liabilities that need to be recognized during current year or due to a tax position taken in a prior year. Therefore, the cumulative effect of the change on net position of applying provisions of the requirement in this first year of adoption is none. If the organization were to have a potential liability for such taxes, it would also accrue interest and penalties as a liability in the financial statements. The organization expects no unrecognized tax benefits that will be incurred within the next year of the date of these financial statements. There are no tax years that are currently under examination by federal or state tax authorities.

NOTE 2: STEWARDSHIP, COMPLIANCE, AND ACCOUNTABILITY

Budgetary Information

Budgets are adopted on a basis consistent with generally accepted accounting principles. Annual budgets are adopted for the general, special revenue, debt services, and capital project funds. Encumbrance accounting, under which purchase orders, contracts, and other commitments for the expenditure of monies are recorded in order to reserve that portion of the applicable appropriation, is not employed as an extension of formal budgetary integration in the general fund, special revenue funds, and debt service funds. This is in conformance with Idaho State Statutes which require that appropriations lapse at the end of a fiscal year and are not available to be carried forward to be used in addition to the succeeding year's appropriation.

The following procedures are followed in establishing the budgetary data reflected in the financial statements:

- a) The Academy publishes a proposed budget for public review.
- b) Public hearings are set for comments.
- c) Prior to July 1, the budget is adopted by resolution of the Board of Directors and published.
- d) The final budget is then filed with the State Department of Education. Expenditures may not legally exceed budgeted appropriations at the fund level.

During the fiscal year ended June 30, 2013, the budget was amended to reflect revised revenue and expense estimates. The amendment was properly approved by the Board of Directors.

Lapsing of Appropriations – At the close of each year all unspent appropriations revert to the respective funds from which they were appropriated and become subject to future appropriation.

(Continued)

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2013

NOTE 3: CASH AND CASH EQUIVALENTS

The carrying amount of the Academy's deposits with financial institutions was \$1,437,050 and the bank balance was \$1,441,097. Investments of the Academy are funds held by bankcda, Mountain West Bank, INB, and Washington Trust Bank.

Deposits without exposure to custodial credit risk:

Amount insured by FDIC or other agencies	\$ 1,006,501
Amount collateralized with securities held in trust, but not in the Academy's name	434,596
Total deposits without exposure to custodial credit risk	<u>\$ 1,441,097</u>

The carrying amount is displayed as follows in the financial statements:

Statement of net position (page 8)	\$ 1,245,114
Statement of net position - fiduciary funds (page 14)	
Expendable building trust	62,903
Expendable scholarship trust	38,938
Student body agency funds	90,095
Total	<u>\$ 1,437,050</u>

Market value materially approximates cost at June 30, 2013. Idaho State Code allows the Academy to invest idle monies in certain categories. No violations of those categories have occurred during the year. Custodial credit risk is the risk that in the event of a bank failure, the Academy's deposits may not be returned to it.

NOTE 4: ACCOUNTS RECEIVABLE

State of Idaho – The amount due from the state represents unreceived distributions and reimbursements from state administered funds applicable to the year ended June 30, 2013.

NOTE 5: CAPITAL ASSETS

Following is a recap of capital assets for the fiscal year ended June 30, 2013:

	Balance 6/30/12	Increases	Decreases	Balance 6/30/13
Governmental activities:				
Capital assets,				
not being depreciated.				
Land	\$ 621,646	\$ -	\$ -	\$ 621,646
Construction in progress	100,819	-	-	100,819
Total capital assets,				
not being depreciated.	722,465	-	-	722,465
Capital assets being depreciated:				
Land improvements	284,517	10,660	-	295,177
Buildings and improvements	3,589,133	9,385	-	3,598,518
Equipment and furniture	1,255,671	15,794	-	1,271,465
Total capital assets				
being depreciated	5,129,321	35,839	-	5,165,160
Less accumulated depreciation for:				
Land improvements	45,436	10,022	-	55,458
Buildings and improvements	834,467	82,004	-	916,471
Equipment and furniture	932,262	83,032	-	1,015,294
Total accumulated				
depreciation	1,812,165	175,058	-	1,987,223
Total capital assets being,				
depreciated, net	3,317,156	(139,219)	-	3,177,937
Governmental activities capital				
assets, net	\$ 4,039,621	\$ (139,219)	\$ -	\$ 3,900,402

(Continued)

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2013

NOTE 5: CAPITAL ASSETS (CONTINUED)

Depreciation expense of \$175,058 for the year ended June 30, 2013 was charged to the following governmental functions:

Institutional Services:

Secondary	\$ 166,979
School administration	4,658
Maintenance	3,421
Total	<u>\$ 175,058</u>

Following is a recap of the June 30, 2013 balances by generic location:

	Secondary	Administration and Other	Total
Land	\$ -	\$ 621,646	\$ 621,646
Land improvements	-	295,177	295,177
Buildings and improvements	-	3,699,337	3,699,337
Equipment and furniture	570,151	701,314	1,271,465
	<u>\$ 570,151</u>	<u>\$ 5,317,474</u>	<u>\$ 5,887,625</u>

NOTE 6: ACCRUED PAYROLL AND BENEFITS

Accrued payroll includes amounts due contracted teachers and other employees at June 30, 2013, which were not paid until July and August 2013, in conformity with contractual stipulations.

NOTE 7: CHANGES IN LONG-TERM DEBT AND CURRENT MATURITIES

Payee	Terms	Security	2012
bankcda	\$8,826.20 per month including an interest rate of 3.85% until January 2021 at which time the balance of \$292,506.52 is due.	Real property located at: 4904 N. Duncan Drive Coeur d'Alene, ID 83815	\$906,131
		4916 N. Duncan Drive Coeur d'Alene, ID 83815	
bankcda	\$2,814.49 per month including an interest rate of 3.85% until January 2021 at which time the balance of \$30,465.13 is due.	Real property located at: 4904 N. Duncan Drive Coeur d'Alene, ID 83815	\$242,196
bankcda	\$3,435.63 per month including an interest rate of 3.85% until January 2021 at which time the balance of \$412,858.09 is due.	Real property located at: 4921 N. Duncan Drive 4904 N. Duncan Drive Coeur d'Alene, ID 83815	\$575,046
bankcda	\$2,263.52 per month including an interest rate of 3.85% until January 2021 at which time the balance of \$89,021.51 is due.	Real property located at: 4921 N. Duncan Drive 4904 N. Duncan Drive Coeur d'Alene, ID 83815	\$242,783
bankcda	\$2,571.88 per month including an interest rate of 3.85% until June 2021 at which time the balance of \$148,366.47 is due.	Real property located at: 4921 N. Duncan Drive 4904 N. Duncan Drive Coeur d'Alene, ID 83815	\$318,697

(Continued)

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2013

NOTE 7: CHANGES IN LONG-TERM DEBT AND CURRENT MATURITIES (CONTINUED)

A summary of long-term debt is as follows:

	Beginning Balance	Issued	Retired	Ending Balance	Amount Due Within One Year
bankcda	\$ 975,195	\$ -	\$ 69,064	\$ 906,131	\$ 72,682
bankcda	266,006	-	23,810	242,196	25,017
bankcda	593,314	-	18,268	575,046	19,312
bankcda	260,098	-	17,315	242,783	18,205
bankcda	336,733	-	18,036	318,697	18,573
	<u>\$ 2,431,346</u>	<u>\$ -</u>	<u>\$ 146,493</u>	<u>\$ 2,284,853</u>	<u>\$ 153,789</u>

Long-term debt maturities are as follows:

Year	Principal	Interest	Total
2013	\$ 153,789	\$ 85,152	\$ 238,941
2014	158,566	80,375	238,941
2015	164,666	74,275	238,941
2016	171,617	67,324	238,941
2017	178,231	60,710	238,941
2018-2021	1,457,984	125,937	1,583,921
	<u>\$ 2,284,853</u>	<u>\$ 493,773</u>	<u>\$ 2,778,626</u>

NOTE 8: DEFINED BENEFIT PENSION PLAN

The Public Employee Retirement System of Idaho (PERSI) – The PERSI Base Plan, a cost sharing multiple-employer public retirement system, was created by the Idaho State Legislature. It is a defined benefit plan requiring that both the members and the employer contribute. The Plan provides benefits based on members' years of service, age, and compensation. In addition, benefits are provided for disability, death, and survivors of eligible members or beneficiaries. The authority to establish and amend benefit provisions is established in Idaho Code. Designed as a mandatory system for eligible state and school district employees, the legislation provided for other political subdivisions to participate by contractual agreement with PERSI. After 5 years of credited service, members become fully vested in retirement benefits earned to date. Members are eligible for retirement benefits upon attainment of the ages specified for their employment classification. For each month of credited service, the annual service retirement allowance is 2.0% of the average monthly salary for the highest consecutive 42 months.

PERSI issues publicly available stand alone financial reports that include audited financial statements and required supplementary information. These reports may be obtained from PERSI's website at www.persi.idaho.gov.

The actuarially determined contribution requirements of Coeur d'Alene Charter Academy, Inc. and its employees are established and may be amended by the PERSI Board of Trustees. For the year ended June 30, 2013, the required contribution rate as a percentage of covered payrolls for members was 6.23% for general members. The employer rate as a percentage of covered payroll was 10.39% for general members. Coeur d'Alene Charter Academy, Inc.'s contributions required and paid were \$258,849, \$241,565 and \$230,338 for the three years ended June 30, 2013, 2012, and 2011, respectively.

(Continued)

NOTES TO THE FINANCIAL STATEMENTS
June 30, 2013

NOTE 9: FUND BALANCE ITEMS

Non-spendable items – balances in permanent funds and inventories that are precluded from conversion to cash. There are no non-spendable items.

Restricted items – resources restricted to a specific purpose by enabling legislation, external parties or constitutional provisions. There are no restricted items.

Committed items – balances with constraints imposed by the Board of Directors that can only be changed by Board action. There are no committed items.

Assigned items – amounts intended for a specific purpose by the Board of Directors and are appropriations of existing fund balances. The Board has the following assignments as of June 30, 2013:

- \$245,000 for debt retirement.
- \$50,000 for building maintenance and repairs.
- \$543,389 for contractual employee salary and benefit commitments for FY 2014.

All items are represented in the Maintenance & Operations Fund #100.

Unassigned items – amounts available for any purpose. These items represent the remaining balances in governmental funds after other reservations. There are no unassigned items.

NOTE 10: RISK MANAGEMENT

The Academy pays the State Workers' Compensation System a premium based on a rate per \$100 of salaries. This rate is calculated based on accident history and administrative costs.

The Academy is exposed to various risks of loss related to torts, theft of, damage to, and destruction of assets, errors and omissions, injuries to employees and natural disasters. The Academy contracts with an insurance company for property insurance (including boiler and machinery) and general liability insurance.

An outside insurance company protects professional liability with a \$3,000,000 liability per occurrence and a \$5,000,000 aggregate umbrella. Vehicles are also covered by the same insurance company with no deductible for comprehensive or collision. Automobile liability has a \$3,000,000 single limit of liability.

The Academy provides life, with accidental death and dismemberment insurance, as well as medical, dental and vision insurance to most employees through an insurance company.

October 9, 2014

FINANCIAL SECTION

REQUIRED SUPPLEMENTARY INFORMATION

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

SCHEDULES OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
BUDGET AND ACTUAL - GENERAL FUND
For the Year Ended June 30, 2013

	Budgeted Amounts		Actual	Variance With
	Original	Final	Amounts	Final Budget
REVENUES				
Interest income	\$ 5,000	\$ 5,000	\$ 6,245	\$ 1,245
Other local revenue	115,000	115,000	186,119	71,119
State assistance and reimbursements	3,060,742	3,209,870	3,520,138	310,268
Total revenues	3,180,742	3,329,870	3,712,502	382,632
EXPENDITURES				
Instructional services:				
Secondary program	2,555,373	2,708,370	2,576,766	131,604
Interscholastic and school activity programs	95,843	96,343	79,533	16,810
Total instructional services	2,651,216	2,804,713	2,656,299	148,414
Support services:				
Attendance, guidance and health program	88,977	93,300	90,552	2,748
School administration program	376,876	389,844	344,948	44,896
Business operations program	150,155	150,155	143,178	6,977
Custodial and maintenance program	235,413	235,413	223,674	11,739
Transportation program	5,000	5,000	4,731	269
Total support services	856,421	873,712	807,083	66,629
Capital asset program	5,000	6,000	1,821	4,179
Debt service program:				
Principal	140,000	140,000	146,493	(6,493)
Interest	105,000	105,000	92,158	12,842
Total debt service	245,000	245,000	238,651	6,349
Contingency reserve	170,272	133,612	-	133,612
Total expenditures	3,927,909	4,063,037	3,703,854	359,183
(DEFICIENCY) EXCESS OF REVENUES OVER EXPENDITURES	(747,167)	(733,167)	8,648	741,815
OTHER FINANCING SOURCES (USES)				
Transfers out	(50,000)	(64,000)	(20,045)	43,955
Total other financing sources (uses)	(50,000)	(64,000)	(20,045)	43,955
NET CHANGE IN FUND BALANCES	(797,167)	(797,167)	(11,397)	785,770
FUND BALANCES, beginning	797,167	797,167	849,786	52,619
FUND BALANCES, ending	\$ -	\$ -	\$ 838,389	\$ 838,389

October 9, 2014

FINANCIAL SECTION

OTHER SUPPLEMENTARY INFORMATION

October 9, 2014

Coeur d'Alene Charter Academy, Inc.

AGENCY FUNDS
SCHEDULE OF CHANGES IN DEPOSIT BALANCES
OF STUDENT BODY FUNDS
For the Year Ended June 30, 2013

Activity	Cash June 30, 2012	Receipts	Disbursements	Transfers	Cash June 30, 2013
Associated Student Body	\$ 1,275	\$ 3,101	\$ 3,267	\$ -	\$ 1,109
Band	9,847	24,057	18,766	-	15,138
Basketball - boys	541	7,137	6,502	-	1,176
Basketball - girls	1,930	4,799	5,813	-	916
Bookstore	1,469	737	-	-	2,206
Chess	500	415	615	-	300
Choir	3,772	13,725	9,691	-	7,806
Classes 6-12	8,868	6,158	6,645	(472)	7,909
Drama	3,613	9,809	9,053	-	4,369
Writing Symposium	90	2,471	1,965	-	596
Forensics	1,504	1,408	2,123	-	789
French/SFS	949	279	897	-	331
French trip	-	6,710	6,022	-	688
Civics programs	20	4,559	4,300	-	279
Key club	691	-	-	-	691
Latin	101	29	-	-	130
London trip	-	8,397	5,671	-	2,726
Miscellaneous	4,503	201	753	472	4,423
NHS	338	408	367	-	379
P & C LeBlanc	-	5,000	-	-	5,000
Scholastic team	774	141	245	-	670
Science club	786	-	-	-	786
Soccer	1,691	7,177	5,511	-	3,357
Spanish	833	-	-	-	833
Staff sunshine	820	236	477	-	579
Washington DC trips	1,239	7,471	8,544	-	166
Tennis	943	1,832	1,783	-	992
Trail Creek	4,607	15,595	14,816	-	5,386
Volleyball	462	8,111	4,645	-	3,928
X-Country/Track	638	4,237	3,971	-	904
Yearbook	7,450	26,934	18,851	-	15,533
	<u>\$ 60,254</u>	<u>\$ 171,134</u>	<u>\$ 141,293</u>	<u>\$ -</u>	<u>\$ 90,095</u>

October 9, 2014

REPORT REQUIRED BY GAO

October 9, 2014



**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND
OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Independent Auditors' Report

To the Board of Directors
Coeur d'Alene Charter Academy, Inc.
Coeur d'Alene, ID 83814

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Coeur d'Alene Charter Academy, Inc., as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise Coeur d'Alene Charter Academy, Inc.'s basic financial statements and have issued our report thereon dated October 15, 2013.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Coeur d'Alene Charter Academy, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Coeur d'Alene Charter Academy, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of Coeur d'Alene Charter Academy, Inc.'s internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Coeur d'Alene Charter Academy, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

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October 9, 2014

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS (CONCLUDED)

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Magnuson, McHugh & Company, P.A.

Magnuson, McHugh & Company, P.A.

October 15, 2013

Coeur d'Alene Charter Academy
Longitudinal Assessment of Student Progress - 1999 through 2007

History & Background

The Coeur d'Alene Charter Academy started in the fall of 1999 with grades 7 through 10. By the year 2002, the grade range at the Academy was from 6 to 12, where it remains to this day. The students entering the Academy in these time frames displayed standardized test results that were relatively consistent with the general population nationally, and also in this geographic area.

In the fall of 1999 an internal educational evaluation plan was developed and approved which provided two major yearly components: 1) student, teacher, and parent surveys with a focus on curriculum, and 2) academic testing alternatives that focused on using performance assessment instruments, rather than multiple-choice tests, in assessing academic skills. The performance based instruments were key to this process since they required the students to know the answer, write it down, and in the case of math, explain the process they used to get the answer. These results were necessary in order to properly identify any skill deficiencies and establish the necessary instructional approaches to improve them. The longitudinal feature of this process was to analyze assessment data on the same students as they moved forward in time. These longitudinal data were designed to include students who attended the Academy for at least three or more years. The purpose was to first gather early baseline information as they started in the Academy, and to examine how they progressed over time in terms of local, state, and national standards.

The baseline data of entering students were found to be very similar to general statewide or national test results. Regardless of the type of test used, the results showed strong and steady growth as these students were followed through the grades. The most statistically significant gains were from the 8th to 11th grade, where the Academy students were averaging scores well above the national standards of the local public schools, selected high performing national public schools, and also the data reported by national private independent schools on the tests we were using. In summary, the data show that performance gains tend to grow significantly higher the longer the students are at the Academy.

The Basic Approach

In the first year for the Academy (1999), it was important to determine entering baseline data on each student. At that time, the ITBS and TAP were the tests mandated by the State Department of Public Instruction. The Academy also administered the TerraNova Performance Tests in **Communication Arts and Math** - since these tests required open-ended responses and a more in-depth analysis of skill deficiencies. The students did far better at all grade levels on the ITBS/TAP than on the Performance Assessment instruments, where numerous specific skill deficiencies were noted in the fall of grade 6 in both Communication Arts and Math. This result offered a good clue to the possibility that the ITBS/TAP multiple-choice tests were not providing the same level or quality of information that was needed for instructional purposes.

Longitudinal data from grade 7 through grade 9 on the Performance Assessment tests showed statistically significant gains, particularly from grade 8 to 9. There were two lower scores noted in Communication Arts in "Extend Meaning and Examine Strategies", and in Math, "Problem Solving" continued to have lower scores than the other content areas tested. These skill area deficiencies later became strengths as the students progressed through the grades.

State Mandated Tests

The state ISAT test was first administered to all grades 6 through 10 students in the spring of 2003. The results for the Academy were relatively high in comparison with district and state group averages. Comparing our average (mean) spring scores with the Lexile Framework (the scale where the reader can expect to have at least 75% comprehension), the following results were obtained:

- 6th grade students were at the 8th/9th grade reading level;
- 7th grade students were at the 9th/10th grade reading level;
- 8th grade students were at the 11th grade reading level;
- 9th grade students were at the 11th/12th grade reading level;
- 10th grade students were at the 12th/College Freshman year reading level.

Most of the Academy students surpassed the 75% comprehension level as indicated by their high Lexile scores.

The ISAT averages (mean) scores for the 2004 - 2007 longitudinal data have shown definite patterns of improvement, with Academy averages being above the Advanced Proficiency Level for Reading, Language, and Math and also the new area of Science. For example, the percentage of those who performed **above the Advanced Proficiency Level** by the 10th grade is: **Reading 90%, Language 60%, Math 83%, and Science 87%**. This was the first administration of the Science data, since it is a relatively new part of the ISAT.

There was a change in the vendor for the ISAT in 2006 which could influence the score scaling from the earlier test administrations. However, the technical report on the new ISAT definitely shows considerable competency in attempting to correct that possibility. When these 10th grade students were in the 7th grade, the average scores for these students at that time were much closer to the State and District averages on the ISAT. This trend was quite true even before the ISAT vendor change in 2006.

The Direct Writing Assessment (DWA) and Direct Math Assessment (DMA) are basically performance assessment tests that are required by the State. The state DWA and DMA longitudinal results placed the Academy substantially above the state and district norms. The scores for these tests are on a 5.0 point scale. The Academy had:

- 92% of 8th graders** were above 3.0 in **Writing** (Idaho had 62% above 3.0)
- 65% of 8th graders** were above 3.0 in **Math** (Idaho had 40% above 3.0)
- 95% of 11th graders** were above 3.0 in **Writing** (Idaho had 80% above 3.0)
- Math was not tested in the 11th grade in 2001.

Some Correlation Coefficients Involving State Tests

Direct Writing and ISAT Reading	.70
Direct Writing and ISAT Language	.65
PSAT Critical Reading and ISAT Reading	.48
PSAT Math and ISAT Math	.59
PSAT Writing and ISAT Language Usage	.71

All the correlation coefficients are statistically significant. The relatively low (but still significant) correlation of .48 with PSAT and ISAT Reading is not very unusual - considering that they are quite different in the way they address the same academic areas. It is interesting to note the relatively high correlation with PSAT Writing and ISAT Language Usage. This was particularly

evidenced in the 10th grade ISAT data in the spring of 2007. Students who do well on one tend to do well on the other.

The Terra Nova Performance Assessment series was dropped by the Academy in 2003, primarily due to its high correlation with the Direct Math, the use of the Direct Writing test, and the abundance of State mandated tests - enough proved to be enough.

Performance Assessment Data

Some of the data in this next section relates to a longitudinal group of 52 students who had been with the Academy for at least four years prior to graduation. The focus will be on both student performance and correlational data associated with the various tests used. Two performance assessment tests were obtained in the fall of 2004 from the Educational Records Bureau (ERB). These were the Writing Assessment Test (WrAP) and the CTP4 Math test. ERB provides assessment services to private independent schools and selected suburban public schools. Therefore, they usually produce several types of norms (or scores) for comparative purposes. These norms were National, Suburban, and Independent school norms. Both of these tests are open-ended - no multiple-choice item options. Students have to know the answer, and in Math, how they got the answer.

The CTP4 was administered to all Academy 10th graders in the spring of 2005. The Academy students averaged **387** points on the CTP4 which would compare to a **90th percentile** on the CTP4 National norms. In other words, the Academy's average 10th grade student was at the 90th percentile nationally. The CTP4 also correlated very high (.80) with the ISAT. By using only the **longitudinal sample** of students who were in the 10th grade, their average (mean) was **413**, putting that score at the **98th percentile**. One major characteristic of the CTP4 was its more definitive skill breakdown.

The WrAP (writing test), in addition to being a performance based instrument, had other traits going for it. The New SAT was about to appear with a writing test component, and though the Direct Writing Test was available through the State of Idaho, the WrAP was a bit more associated with the New SAT - since both had a similar family history. The WrAP also had great instructional feedback. Another major reason for using the WrAP was to verify local student writing abilities. The 10th grade was chosen as the subject of this test since it would provide information about the writing quality of these students up to this point, and still allow time for any skill deficiencies to be resolved prior to graduation. Also, the essays involved in the 10th grade WrAP test were focused on Persuasive essays - the kind that would be used in the New SAT.

The WrAP was designed to assess six domains of writing proficiency:

- Overall Development
- Organization
- Support
- Sentence Structure
- Word Choice
- Mechanics

With any test of writing ability, the key to useful results is reader reliability. One analysis of the data from the publisher's study of the fall 2002 WrAP results of 45,023 students tested in all levels showed reliability coefficients ranging from .93 to .95, and reader variance components of 0 to .00053. These data tend to indicate that the student's total score has almost nothing to do with which reader reads the paper, and nearly everything to do with the student's ability to write. The following shows the fall average (mean) norm data for **grade 10 WrAP students nationally**:

	<u>Suburban Schools</u>	<u>Independent (Private) Schools</u>
All Students	1089	1088
80th Percentile	1241	1307
90th Percentile	1368	1386

The Academy students obtained an average (mean) score of **1432** which would be at about the **95th percentile** for independent (private) school norms. Obviously, the Academy 10th grade students were scoring well above their Suburban or Independent school counterparts at a national level, based on the table above. Of the six domains tested by the WRAP, the 118 students from grade 10 through 12 received the higher level scores that ranged from **91% to 100% correct responses**.

In the longitudinal data from the TerraNova Performance Assessments in Communication Arts, very strong performances were noted in grades 9 and 10. The same thing was noted in the "Problem Solving" skills in the Math longitudinal skill areas that were very weak for these same students in the entry level grades. This was particularly evident from the 7th to the 10th grades. In general, the longitudinal data reflected strong and steady growth through the grades. It was apparent that this increase was related to the length of time these students attended the Charter Academy. What was becoming very clear was the impact on the test scores as a result of new students entering at various grade levels. This was another advantage to focusing on longitudinal data. New students coming into the Academy tended to have a detrimental impact on the resident group data, particularly in the early grades. However, many of these earlier lower scores were soon resolved, which was apparent in the total grade level data in the later grades.

In general, the longitudinal data gathered since 1999 on both multiple-choice item tests and performances assessment tests reflected strong and steady growth through the grades. It is even more apparent when this increase is related to the length of time these students attended the Charter Academy - the longer here, the higher the scores.

College Admission Test Data

The current 11th grade class in the fall of 2007 is a group of 44 students with a fairly wide range of performance data. These data are part of the statistics reported in the areas above. However, they also are the most recent and one of the largest groups in the Academy to take the PSAT. Therefore, they are being used in some of the following data, particularly since they tend to reflect the basic characteristics of most classes that proceeded them.

The PSAT test is providing some very useful skill based data this year which is worth reporting. This may be out of the context of this document, but it does reflect typical Academy PSAT performance, and some new uses of this PSAT instrument. This 11th grade class has some impressive data - particularly when one examines the performance on items related to various academic skills tested. Listed below are the **average (mean) percentages of correct responses** for each one of the major content areas on the **PSAT for the 11th grade fall 2007 class**:

<u>Test Area</u>	<u>Academy</u>	<u>State</u>	<u>National</u>
Critical Reading	73	56	51
Writing	76	58	53
Math (MC)	74	60	53
Math (G-I)	61	46	40

The Math tests involve two item types. The multiple-choice (MC) test items and the grid-ins (G-I) which are not multiple-choice, but are open-ended response types. Note the difference between the percentage of correct responses for the two item types. In all cases, the Academy is performing at a much higher rate than the State or National data. However, there are three specific skill areas that are identified as being relatively low for the Academy - **even though they are well above the State and National data**. These are listed below:

- **Critical Reading:** Understanding difficult vocabulary. One approach to this, which is highly recommended, is to improve knowledge of root words to help determine the meaning of unfamiliar words.
- **Writing:** Understand the structure of long sentences, like breaking long sentences into smaller units of meaning; and also working on sentences with abstract ideas.
- **Math:** Recognize logical key words - words like "not", "possible", "at least", etc., words that determine the meaning of the question. Also, using logical reasoning - it may help to look at a problem from different perspectives, or solving problems that require you to justify your answer.

Since this type of skill information from the PSAT is new, it is difficult to know how common these skill deficiencies are, or have been in the past. However, they need to become a focus in any test-preparation activity involving future students.

A major score on the PSAT is the **Selection Index** - the PSAT score that is being used for the PSAT data in this document. This index is crucial in the selection of Nation Merit Scholars. This score is on a scale of from 60 to 240, and the average (mean) is approximately 147. Each State sets its own "cut" score for selecting National Merit Semifinalists. Idaho has used 204 to 208 in the past, but this can change. The table below shows the average (mean) of the Academy students in two of the most recent graduating classes. These data only deal with members of the longitudinal data set.

<u>Group</u>	<u>Mean</u>	<u>Percentile</u>	<u>Percentage of Students Students above 90th Percentile</u>
Graduating Class of 2007	173	81	27
Graduating Class of 2008	175*	83	32

*Five students were well within the range for National Merit Scholar consideration, with Selection Scores from 210 to 227.

The following are the correlation coefficients involving the PSAT, SAT, and ACT data:

PSAT and ACT scores	.83
PSAT and SAT Total	.83
PSAT and Grade Point Average	.68
SAT and Grade Point Average	.64
ACT and SAT Total	.78
ACT and Grade Point Average	.73

All the correlation coefficients are statistically significant. Note the lowest are dealing with the PSAT/SAT and Grade Point Average - which could possibly relate to the fact that GPA is proving to be a better predictor of college performance.

In the four-year longitudinal sample, 32% of the students took the ACT. **The average (mean) ACT score was 28, which is at the 93rd national percentile.** The standard deviation is only

3.9, so the distribution is relatively tight. The average (mean) composite score for the State of Idaho for 2007 is **21.4** (about the 58th national percentile). The highest state average for the ACT composite score is Massachusetts with **23.5** (about the 72nd national percentile).

Also in this four-year longitudinal group, 76% took the SAT. There was a total of 800 points on the Verbal and 800 points on the Math subtest, for a total SAT score of 1600 points. **Note that the SAT data for the longitudinal studies are based on only the Verbal and Math parts of the SAT, where the total score is 1600. This has to be done to accommodate the longitudinal data. In 2006, the SAT included the Writing test, which increased the total test score to 2400. As a result, SAT results in this document will be based on the traditional Verbal and Math scores and will not include the new Writing part of the SAT. So these data will be based on a 1600 max score, not the new 2400 score with the Writing component.** The Academy students in the longitudinal group scored an average of **612 on Verbal**, which is equivalent to about the **80th percentile**. The Academy average for **Math was 612** which is at about the **77th percentile**. The Academy total on the SAT was **1224**, which is at the **80th percentile**. This is not unusual for the Academy, for almost all yearly totals for the SAT have average (mean) scores at or above 1200.

The primary mission of the SAT is to be "selective" (the definition of that word in this context goes beyond the scope of this document), and to predict freshman college grades (which it does poorly). However, in light of all that, it does appear to measure two things relatively well: how test-wise students are in taking multiple-choice test items, and also critical thinking skills. It is apparent that at least most of the students in the Academy have either inherited or acquired a working level of critical thinking skills – and this will be to their advantage in the future.

In summary, most of the students in the Academy are performing very well. That does not mean that there are some students who may not be performing as well as they should, but the vast majority are scoring extremely well on various assessment instruments. One key to all of this seems to be how long the students are in the Academy. The longer, the better, in terms of test scores. Another reason is obviously the quality of the educational process.

Charles J. Clock, Ed.D.
March 4, 2008



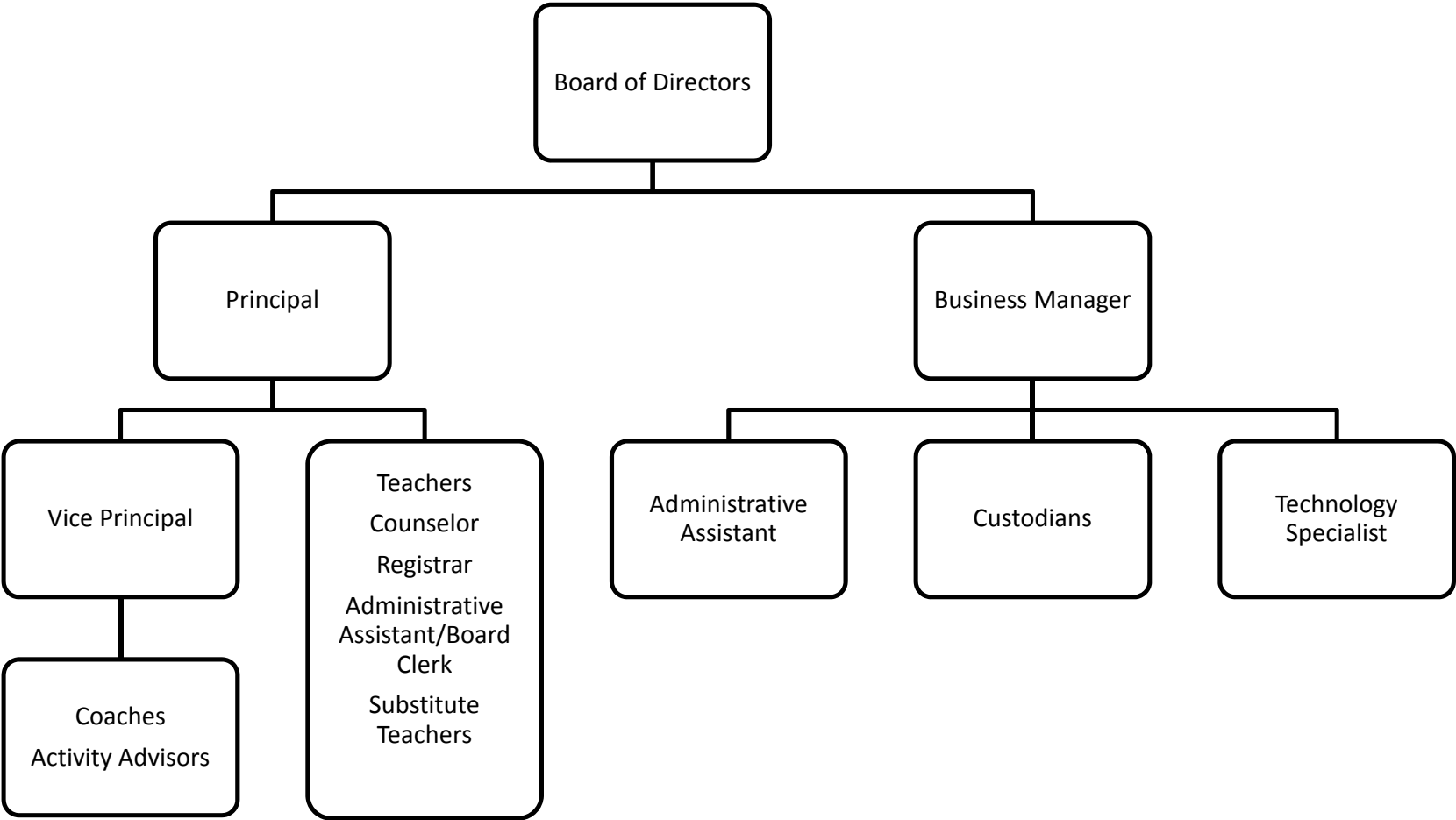
This is to certify that

Coeur d'Alene Charter Academy

having met the requirements established by the AdvancED® Accreditation Commission
and Board of Trustees is hereby accredited by the Northwest Accreditation Commission.

Valid through June 30, 2017

Mark A. Elgart
Mark A. Elgart, Ed.D.
President and CEO, AdvancED



**Coeur d'Alene Charter Academy
2014-2015 School Calendar**

SIGNIFICANT DATES

August 18..... Teachers start
August 25..... First day of school
September 1..... Labor Day - **No School**
October 3..... Staff Development - **No School**
November 6 Parent Teacher Conferences:
 ***6th Grade ONLY No School (Nov. 6-7)**
 7-12 Grades Dismissed at 12:30 PM
P/T conferences: 7-12 grades 3-6 PM, 6th grade by appt
November 11..... **Veterans' Day Observed - School in Session**
November 26-28 Thanksgiving Break - **No School**
Dec 22-Jan 2..... Christmas Break - **No School**
January 5 School resumes

January 19 Martin Luther King Jr. Day - **No School**
January 20-22..... Finals: **All grades dismissed at 12:30 PM**
January 23..... Staff Development - **No School**
February 16..... Presidents' Day - **No School**
March 30 - April 3..... Spring Break - **No School**
May 25 Memorial Day - **No School**
May 27 (tentative).... Class of 2014 Graduation
June 8-10..... Finals: **All grades dismissed at 12:30 PM**
June 10..... Last Day of School
June 12..... Last Day for Teachers

GRADING PERIODS / PROGRESS REPORTS

September 24 - Mid-Quarter Progress Reports = 22 days
October 29 - End of 1st Quarter = 46 days
December 5 - Mid-Quarter Progress Reports = 24 days
January 23 - End of 1st Semester = 47 days
February 25 - Mid-Quarter Progress Reports = 22 days
March 27 - End of 3rd Quarter = 44 days
May 6 - Mid Quarter Progress Reports = 23 days
June 10 - End of 2nd Semester = 47 days

AUGUST				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

SEPTEMBER				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

OCTOBER				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

NOVEMBER				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

DECEMBER				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

KEY:				
Significant Dates				
Dismissed Early				
No School				

JANUARY				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

FEBRUARY				
M	T	W	Th	F
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9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

MARCH				
M	T	W	Th	F
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9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

APRIL				
M	T	W	Th	F
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27	28	29	30	

MAY				
M	T	W	Th	F
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JUNE				
M	T	W	Th	F
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22	23	24	25	26
29	30			

Coeur d'Alene Charter Academy

Student Acceptable Use Policy and Contract

Coeur d'Alene Charter Academy (the Academy) provides students access to the Academy's electronic network and individual computing devices. This network includes Internet access, computer services, videoconferencing, computer equipment and related equipment for educational purposes. The purpose of this network and devices accessing this network is to assist in preparing students for success in life and work in the 21st century by providing students with electronic access to a wide range of information, simulation and modeling tools, document and presentation tools, and the ability to communicate with people throughout the world. This document contains the rules and procedures for students' acceptable use of the Academy's electronic network and all devices accessing this network.

Overall policy focus for network use:

- The Academy's electronic network has been established for a limited educational purpose. The term "educational purpose" includes classroom activities, career development, and limited high quality self-discovery activities.
- The Academy's electronic network has not been established as a public access service or a public forum. The Academy may place reasonable restrictions on material that is accessed or posted throughout the network.
- Parent/guardian permission is required for all students using this network.
- It is presumed that students will honor this agreement they and their parent/guardian have signed. The Academy is not responsible for the actions of students who violate this agreement and any state or federal laws while using school resources.
- The Academy reserves the right to monitor all activity on this electronic network. Students and their parents/guardians will indemnify and hold the Academy harmless for any damage that is caused by students' inappropriate use of the network.
- Students are expected to follow the same rules, good manners and common sense guidelines that are used with other daily school activities, as well as the law in the use of the Academy's electronic network.
- Access is a privilege — not a right.

Overall policy focus for the Academy's student-use devices:

- The student-use (a.k.a. one-to-one) devices are intended to assist the student with their studies at the Academy and not to serve as the primary home computer for a family. The devices are to be used for academic purposes by the student and their parents/guardians.
- Each student-use device is owned by the Academy (or through a leasing company). The Academy has final say regarding the use and care of the devices.
- Each student must complete appropriate training and sign the acceptable use contract before receiving their device.
- The student's parents/guardians must complete appropriate training and sign the acceptable use contract before their student may receive their device.
- At no time may a school-owned device be subject to "jail-breaking", "rooting", or any other process that would alter the Operating System provided by the Academy on the device.

- Students are responsible for the replacement or a pro-rated replacement cost for any device lost or damaged while the device is checked out to the student or borrowed by the student.
- If a device password is employed on the device, the student must make that available upon request to an Academy staff member or appointed representative. Such requests may be made in order to ensure compliance with the Academy's Acceptable Use Policy.
- Use of the devices is a privilege – not a right.

Overall policy focus for student-owned devices (HS only):

- Students who bring their own devices (a.k.a. BYOD) are expected to use the devices while at school in the same manner as they would when using the school-owned devices.
- The devices are to be used for academic purposes by the student.
- Any student-owned device whether it is allowed to connect to the school's network or not is subject to the same use monitoring as any school-owned device.
- Each student must complete appropriate training and sign the acceptable use contract before being allowed to bring their device to school and/or connect their device to the school's network.
- The student's parents/guardians must complete appropriate training and sign the acceptable use contract before their student may bring their device to school and/or connect their device to the school's network.
- No student-owned device may have the ability to connect to a 3rd party network (e.g. the device may not have 3G/4G data capabilities through an independent telecommunications company such as Verizon, AT&T, etc).
- The teacher in the classroom has the final say on procedures in the classroom. Students must comply with teacher directives as they relate to use of any device. Access is only available, not guaranteed for each classroom situation.
- If a device password is employed on the device, the student must make that available upon request to an Academy staff member or appointed representative. Such requests may be made in order to ensure compliance with the Academy's Acceptable Use Policy.
- Use of the student-owned devices while on the school's property is a privilege – not a right.

Bringing your own technology device to school can be useful; however some risks are involved as well. It is always a good idea to record the device's serial number in case of theft. The Academy is not responsible for the theft of a device, nor are we responsible for any damage done to the device while at school. Any time a theft occurs, you should contact the office or the Dean of Students immediately to make him/her aware of the offense.

Student filtering is required by federal law of all public schools. The Children's Internet Protection Act (CIPA) requires all network access to be filtered, regardless of the tool you use to access it while in a public school. Your laptop or tablet must be subject to this filtering. The network you are using while at school belongs to the Academy and will be filtered. The rationale for not allowing devices utilizing 3rd party networks is to ensure that we can honor these federal filtering laws.

Students may not use an audio recording device, video camera, or camera (or any device with one of these, e.g. cell phone, laptop, tablet, etc.) to record media or take photos during school unless they have permission from both a staff member and those whom they are recording.

Should the Academy's representatives determine that a school-owned device must be wiped (e.g. returned to factory conditions), the student is responsible for any data on the device and it is the student's responsibility to keep current backups of all their work and saved resources to prevent their permanent loss. Wiping may become necessary if the device is malfunctioning or becomes infected in some way. If and when wiping the device is required is solely at the discretion of the Academy. Any applications installed on the device must not be altered or removed by the student. Additional software (e.g. apps) may only be installed with advance permission from the Academy.

General Unacceptable Behavior

While utilizing any portion of the Academy's electronic network, using a school-owned device, or using a student-owned device while on school property, unacceptable behaviors include, but are not limited to, the following:

- Posting information that, if acted upon, could cause damage or danger of disruption to the Academy's electronic network or equipment.
- Engaging in personal attacks, including prejudicial or discriminatory attacks.
- Harassing (bullying) another person. Harassment is persistently acting in a manner with the intent to distress or annoy another person. (If a student is told by a person to stop sending messages, they must stop).
- Knowingly or recklessly posting false or defamatory information about a person or organization.
- Using criminal speech or speech in the course of committing a crime such as threats to public officials, instructions on breaking into computer networks, pornography, drug dealing, purchase of alcohol, gang activities, and threats to an individual.
- Using speech that is inappropriate in an educational setting or violates Academy rules.
- Abusing network resources such as sending chain letters or "spamming."
- Displaying, accessing or sending offensive messages or pictures.
- Use of the Academy's devices and/or electronic network for commercial purposes. Students and their parents/guardians will not offer, provide, or purchase products or services using these devices or through this network.
- Use of the Academy's devices and/or electronic network for political lobbying. Students and their parents/guardians may use the system to communicate with elected representatives and to express their opinions on political issues.
- Attempting to access non-instructional Academy systems, such as student information systems or business systems.
- Use of Academy equipment, network, or credentials to threaten employees, or cause a disruption to the educational program.
- Use of Academy equipment, network, or credentials to send or post electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.

E-Mail

- Students will not be provided email accounts through the Academy or email accounts hosted on Academy servers.
- Students may establish Web-based e-mail accounts on non-Academy systems such as gmail, Hotmail, etc. In fact students are encouraged to create and regularly manage such personal email accounts that are strictly for academic use.

- Students will not repost a message that was sent to them privately without the permission of the person who sent them the message.
- Students will not post private information about another person.
- Because the Academy is a public entity, all Internet communication on the Academy's electronic network is a matter of public record. That means no email sent or received by students while using Academy computers at home or at school is private. Any and all activity on Academy computers is archived and may be monitored by authorized Academy personnel at any time.

World Wide Web

- Student access to information on the Web will generally be provided through prescreened sites and in a manner prescribed by the Academy.
- Federal law (CIPA) and State law (Section 33-131, Idaho Code) requires that all Internet activity be actively filtered. The filters put in place by the Academy are final.
- No student is permitted to alter the filter system or attempt to by-pass the filter by using 3rd party proxies.
- Filter and web site logging systems installed on the Academy's one-to-one devices must not be altered whether on the school's network on any external networks while away from the Academy, including home networks, Internet cafés, etc.

Telnet and FTP

- Telnet and FTP services are not available to students on the Academy's network. Use or attempted use of these protocols is forbidden and therefore represents a violation of this Acceptable Use Policy.
- Telnet and FTP services may be utilized in a specific class (e.g. Computer Science) as part of its unit on networking and their use must be confined to this context.

Real-time, Interactive Communication Areas

- Students may use chat or instant messaging only under the direct supervision of a teacher or in a moderated environment that has been established to support educational activities and has been approved by the Academy.
- Use of chat or instant messaging for personal use using Academy one-to-one devices or other Academy computing devices is prohibited.

Web Sites

- Students may be identified by their full name with parental approval only. Group or individual pictures of students with student identification are permitted with parental approval only.
- Material placed on student Web pages is expected to meet academic standards of proper spelling, grammar and accuracy of information.
- Material (graphics, text, sound, etc.) that is the ownership of someone other than the student may not be used on Web sites unless formal permission has been obtained. Failure to secure permission is plagiarism and will be dealt with according to the Academy's plagiarism rules found in the Student Handbook.
- All student Web pages must contain a link back to the home page of the classroom, or school, as appropriate. Links to sites unaffiliated with the Academy will not be allowed.

Personal Safety

- Students will not share personal contact information about themselves or other people. Personal contact information includes home address, telephone, school address, or work address.
- Students will not disclose personal contact information, except to education institutes for educational purposes, companies or other entities for career development purposes, or without specific Academy approval.
- Students will not agree to meet with someone they have met online.
- Students will promptly disclose to a teacher or other school employee any message received that is inappropriate or makes the student feel uncomfortable

System Security

- Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from accessing them. Under no conditions should students provide their password to another person.
- Students must immediately notify a teacher or the technology specialist of any possible security problem. Students should not explore for security problems, because this may be construed as an illegal attempt to gain access.
- Students will not attempt to gain unauthorized access to any portion of the Academy's electronic network. This includes attempting to log in through another person's account or access another person's folders, work, or files. These actions are illegal, even if only for the purposes of "browsing".
- Students will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- Users will not attempt to access Web sites blocked by Academy policy, including the use of proxy services, software, or Web sites.
- Users will not use sniffing or remote access technology to monitor the network or other user's activity.

Software and Files

- Software is available to students to be used as an educational resource. No student may install, upload or download software without permission from the Academy's technology specialist.
- Files stored on the network are treated in the same manner as other school storage areas, such as lockers. Routine maintenance and monitoring of the Academy's electronic network may lead to discovery of violations of this contract or the law. Students should not expect that files stored on Academy servers or on Academy one-to-one devices are in any way private.
- The backup of all student and parent/guardian documents and other files are the responsibility of the student and not the Academy. In the event that a one-to-one device requires a system restore, all personal data on the one-to-one device will be erased without any attempt to preserve personal data by the Academy.

Technology Hardware

- Hardware and peripherals are provided as tools for student use for educational purposes. Students are not permitted to relocate hardware (except for portable devices), install peripherals or modify settings to equipment without the consent of the Academy's technology specialist.

Damage to Academy Computing Equipment, Including Vandalism

- Any attempt to harm or destroy data, the network, other network components connected to the network backbone, hardware or software will result in disciplinary measures in compliance with the Academy's discipline code and policies.
- Students and parents/guardians must obtain and keep current appropriate insurance to protect Academy one-to-one devices. A source for obtaining insurance protecting against unintentional damage to the device will be provided to students and parents/guardians by the Academy. Evidence of participation in appropriate insurance is required before the one-to-one device is released to the student.

Plagiarism and Copyright Infringement

- Students will not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were one's own.
- Academy policies on copyright will govern the use of material accessed and used through the Academy system.
- Copyrighted material will not be placed on any system without the author's permission. Permission may be specified in the document, on the system or be obtained directly from the author.

Videoconference

Videoconferencing is a way that students can communicate with other students, speakers, museums, etc. from other parts of the country and the world. With videoconferencing equipment, students can see, hear, and speak with other students, speakers, museum personnel, etc. in real-time.

- Videoconference sessions may be videotaped by Academy personnel or by a participating school involved in the exchange in order to share the experience within our building or their building or district.
- Students' voices, physical presence, and participation in the videoconference are transmitted to participating sites during each session. Rules and procedures relative to acceptable use and behavior by students apply during all videoconference sessions.

Student Rights

- Students' limited right to free speech applies to communication on the Internet. The Academy's electronic network is considered a limited forum, similar to the school newspaper, and therefore the school may restrict a student's speech for valid educational reasons. The Academy will not restrict a student's speech on the basis of a disagreement with the opinions that are being expressed. All electronic student speech must be civil in a manner equivalent to that of spoken and written speech in the classroom.
- An individual search will be conducted if there is reasonable suspicion that a student has violated this policy or the law. The investigation will be reasonable and related to the suspected violation.

Violations of this Acceptable Use Contract

Violations of this contract may result in loss of access as well as other disciplinary or legal action. Students' violation of this contract shall be subject to the consequences as indicated within this contract as well as other appropriate discipline, which includes but is not limited to:

- Use of the Academy's network only under direct supervision
- Suspension of network privileges
- Revocation of network privileges

- Revocation of Bring Your Own Device privileges.
- Surrender of one-to-one computing devices
- Suspension of computer privileges
- Suspension from school
- Expulsion from school and/or
- Legal action and/or criminal prosecution

The particular consequences for violations of this contract shall be determined by the school administrators. The principal or designee and the board shall determine when school expulsion and/or legal action or actions by other authorities are the appropriate course of action.

Due Process

- The Academy will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the school network.
- The Academy will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted using an Academy one-to-one device.
- The Academy will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted using a student-owned device.
- In the event there is an allegation that a student has violated the Academy's acceptable use contract and policy, the student will be provided with a written notice of the alleged violation. An opportunity will be provided to present an explanation before a neutral administrator (the student will be provided with notice and an opportunity to be heard in the manner set forth in the disciplinary code).
- Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network. Violations of this acceptable use contract and policy may result in a loss of access as well as other disciplinary or legal action.
- If the violation also involves a violation of other provisions of other school rules, it will be handled in a manner described in the school rules. Additional restrictions may be placed on a student's use of his/her network account.

Limitation of Liability

- The Academy makes no guarantee that the functions or the services provided by or through the school network will be error-free or without defect. The Academy makes no guarantee that the functions or the services provided by the use of Academy one-to-one devices will be error-free or without defect. The Academy will not be responsible for any damage suffered, including but not limited to, loss of data or interruptions of service.
- The Academy is not responsible for the accuracy or quality of the information obtained through or stored on the network. The Academy will not be responsible for financial obligations arising through the unauthorized use of the network.

Student Signature

Date

Parent/Guardian Signature

Date

October 9, 2014

APPENDIX

2014-2015

Student Handbook



Coeur d'Alene
Charter Academy

4904 N. Duncan Drive
Coeur d'Alene, ID 83815
208.676.1667 | cdacharter.org

Administration/Support Staff – www.cdacharter.org/contactus.html

Principal.....	Dan Nicklay
Vice Principal/Activities Director.....	Brett DePew
Business Manager.....	Glenn Mabile
High School Counselor.....	Bev Chambers
Middle School Counselor.....	Don Kincaid
Activities Assistant.....	Rachel Stirn
Executive Assistant to CFO/Business Manager	Gayla Fleming
Attendance & Transportation Secretary	Kelley Gleixner
Registrar/Board Clerk/Communications.....	Laura Beyer
High School Office/Lunch Coordinator.....	Terri Walker
Custodian.....	Bill Hooton
Head Custodian.....	Carl Larsen
Custodian.....	Clark Menzies

Teachers – www.cdacharter.org/teachers.html

Chris Baker	cbaker@cdacharter.org	English 7, Honors European Literature, AP Language
Elisa Barry	ebarry@cdacharter.org	Spanish
Rob Bass	rbass@cdacharter.org	Algebra 2, Calculus, Physics, Computer Science
Darren Gabrielsen	dgabrielsen@cdacharter.org	Algebra 2, Geometry, Finite Math
Nia Gillespie	ngillespie@cdacharter.org	English 7, English 8, Publications
Ralph Ginorio	rginorio@cdacharter.org	Geography, European History, Government
Sandi Goggin	sgoggin@cdacharter.org	Pre-Algebra, Algebra I, Health
Geri Hagler	ghagler@cdacharter.org	Sixth Grade
Jay Hall	jhall@cdacharter.org	Civics, Economics, US History, European History
Frank Hallett	fhallett@cdacharter.org	Life Science, Physical Science, Chemistry
Virginia Hammond	vhammond@cdacharter.org	Algebra I, Geometry
Michael Harrison	mharrison@cdacharter.org	Instrumental Music
Bill Jaquette	bjquette@cdacharter.org	Vocal Music
Heather Ketchum	hketchum@cdacharter.org	Visual Arts
Nancy Larsen	nlarsen@cdacharter.org	Sixth Grade
Lynda LeBlanc	lleblanc@cdacharter.org	English 7, French
Butch Marshall	bmarshall@cdacharter.org	Sixth Grade
April Martin	amartin@cdacharter.org	Strings
Mike McCormack	mmccormack@cdacharter.org	Life Science, Biology, Chemistry
Robert Miles	rmiles@cdacharter.org	Geography, Ancient History, Government
Bill Proser	bproser@cdacharter.org	Economics, American Lit, European Lit, US History
Jeff Rigg	jrigg@cdacharter.org	Physical Education, Study Skills
Jean Robinson	jrobinson@cdacharter.org	Biology, Earth Science
Cindy Roth	croth@cdacharter.org	Sixth Grade
Chris Sabatke	csabatke@cdacharter.org	Physical Science, Pre-Calculus
Gabrielle Saurette	gsaurette@cdacharter.org	English 7, Ancient Literature, World Literature
Stacy Smith	ssmith@cdacharter.org	Civics, Pre-Algebra, Physical Education, Study Skills
Heather Solsvik	hsolsvik@cdacharter.org	English 8, Literature, Ancient Literature
Lynne Stemberidge	lstembridge@cdacharter.org	Civics, US History, Ancient History
Steve Taylor	staylor@cdacharter.org	Sixth Grade
Tracey Vaughan	tvaughan@cdacharter.org	Drama, Speech, Communications
Carla While	cwhile@cdacharter.org	Earth Science, Pre-Algebra
Matt Williams	mwilliams@cdacharter.org	Latin
Sonia York	syork@cdacharter.org	Sixth Grade

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MISSION STATEMENT

Coeur d'Alene Charter Academy is dedicated to providing a rigorous, content-rich, college preparatory education for any students who are willing to accept the challenge.

DEFINITION OF A CHARTER SCHOOL

Charter schools are nonsectarian public schools of choice that operate under the same regulations that apply to traditional public schools. They are financed by the same per-pupil funds that all public schools receive; therefore, there is no tuition charged to the students. The "charter" establishing each school is a performance contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success.

A charter school is accountable for both academic results and fiscal practices to several groups: the sponsor that grants its charter, the parents and students who choose it, and the public that funds it. This is a higher degree of accountability than is required of ordinary public schools.

Legislation enacted in 1998 authorized the establishment of charter schools in the State of Idaho. Coeur d'Alene Charter Academy received its charter from Coeur d'Alene School District 271 and opened in the fall of 1999. Coeur d'Alene Charter Academy is accountable to District 271 to produce positive academic results and adhere to the charter contract. College preparation is the specific purpose of this school.

ADMISSION

Coeur d'Alene Charter Academy accepts students in grades six through twelve. Full-time returning students will be accommodated, provided course registration forms are returned by the deadline indicated. Applications for new full-time students must be received by the second Friday in March to be eligible for the lottery drawing. If applications for admission exceed the enrollment maximum, acceptance will be determined by a lottery. Children of Academy founders, full-time returning students and their siblings, and children of full-time employees of the Academy seeking full-time enrollment will be accommodated, provided returning students complete course registration forms by the deadline indicated, and founders' children, siblings of returning students, and children of full-time employees of the Academy apply by the second Friday in March. Full time students who apply after the second Friday in March will be placed on a waiting list based on the date and time the application is received. Contact the registrar for information on part-time and exchange student admission.

The Academy does not discriminate against students of a particular race, color, national origin, sex, religion, or disability in our admission policy, or in providing access to programs or activities to students who, with or without special education or related aids and services, are able to meet the essential standards of the Academy.

ACADEMIC INFORMATION

Coeur d'Alene Charter Academy is a college preparatory school and maintains high academic standards for its students. Course content is designed to challenge and educate students in the core curriculum.

Grading

Grades will be computed and reported on a 4 point scale as follows:

A	4.0 (93-100)	B+	3.3 (87-89)	C+	2.3 (77-79)	D+	1.3 (67-69)	F	0.0 (0-59)
A-	3.7 (90-92)	B	3.0 (83-86)	C	2.0 (73-76)	D	1.0 (63-66)		
		B-	2.7 (80-82)	C-	1.7 (70-72)	D-	.7 (60-62)		

Grading Continued

For Advanced Placement (AP) classes one grade point will be added to student grades, effectively creating a 5-point scale. For classes designated as Honors classes, one-half point will be added, creating a 4.5-point scale. A grade of F will not receive this weighting, and will merit zero points.

Final Exams

All teachers are required to give a comprehensive final exam for each course, each semester. The examination may take the form of a project, a written test, a presentation, or a combination of the three.

Final exams will be:

- Comprehensive – contain elements that will test the knowledge, understanding and/or application of the major concepts of the course.
- Given during the two hour examination schedule. Parts of the exam may be administered prior to the two hour exam period, however, significant assessment is required to be done during the two hour exam period.
- Graded and become an important part of the student's grade in the course.

Graduation Requirements

Credit toward graduation will be awarded to high school students for high school coursework completed with a passing grade. For students in grades six through eight, credit will be awarded for high school classes completed with a grade of 'C' or better. High school credit earned in grades six through eight will appear on the student's high school transcript, but will not be calculated into the student's high school grade point average. For the class of 2011 and all subsequent classes, the minimum number of credits required for graduation from high school is forty-six (46) and includes the following:

- **Language Arts:** Nine (9) credits consisting of eight (8) English credits (full year each of Ancient Literature and European Literature, and four credits from American Literature, Advanced Placement Literature, Advanced Placement Language, World Literature, or approved college classes) and one (1) communication credit
- **Social Studies:** Eight (8) credits (one year each of Ancient History, European History, American History, and American Government).
- **Lab Science:** Six (6) credits (one year each of Physical Science, Biology, and Chemistry).
- **Math*:** Six (6) credits* (at least three sequential levels; e.g. Algebra I, Geometry, Algebra II) *Algebra 1 or higher (repeated classes do not accumulate duplicate math credits); *Students are required to take a minimum of two semesters of math in each year of high school (beginning with the class of 2013).
- **Foreign Language:** Four (4) credits (two sequential levels of the same language, two credits per year; e.g. Spanish I, Spanish II)
- **Health:** One (1) credit
- **Economics:** One (1) credit
- **Fine Arts**:** Two (2) credits **Current offerings include art, choir, band, and theatre arts
- **Electives:** Nine (9) credits – may include additional credits in any of the above
- **Senior Project:** All students will complete a senior project that incorporates research and an oral presentation.

If a student transfers into the Academy with high school credits obtained elsewhere, his/her transcript must be evaluated by the principal or designee to determine which credits will be applied toward Academy graduation credits.

Promotion Requirements

Promotion requirements grades 6-8, and freshman through senior standing:

Sixth Grade Promotion

A student in the sixth grade will not be promoted to the seventh grade unless he/she has passed Language Arts and math, and has the recommendation of the teacher.

Seventh Grade Promotion

A student in the seventh grade will not be promoted to the eighth grade until he or she has successfully completed two of the seventh-grade core classes of English, Geography, and Life Science. A seventh-grade student who receives promotion but fails any one of these classes will be required to retake that class in the place of an eighth-grade elective, while taking a full load of eighth-grade core classes. Students failing to gain promotion to eighth grade will not be enrolled in eighth-grade classes, but retake the entire seventh-grade schedule.

Eighth Grade Promotion

A student in the eighth grade will not be promoted to the ninth grade until he or she has successfully completed two of the eighth grade core classes of English, Civics, Earth Science, and Latin I. An eighth-grade student who receives promotion but fails any of these classes will be required to repeat the failed classes. Students failing to gain promotion to ninth grade will not be enrolled in high school classes; rather, they will be required to repeat all eighth grade classes.

Freshman Standing

A student does not have freshman standing until he or she has successfully completed two of the eighth-grade core classes of English, Civics, and Earth Science, and is on track to graduate in four years. Having failed any one of these classes, a student will be required to retake that class in the place of a ninth-grade elective, while taking a full load of ninth-grade core classes.

Sophomore Standing

A student does not have sophomore standing until he or she has completed all of his or her ninth-grade core classes of literature, social studies, science, foreign language, and math, has accumulated at least ten credits, and is on track to graduate in three years.

Junior Standing

A student does not have junior standing until he or she has successfully completed all of his or her tenth-grade core classes of English, social studies, science, foreign language, and at least two credits of high school math, has accumulated at least 22 credits, and is on track to graduate in two years.

Senior Standing

A student does not have senior standing until he or she has successfully completed all of his or her eleventh-grade core classes of English, social studies, science, at least four credits of high school math, one credit of fine arts, two credits of foreign language, has accumulated at least 32 credits, and is on track to graduate by the end of the school year.

Elective Credit

At the principal's discretion, the Academy will award elective credit for classes that are not offered at the Academy, and are needed to graduate or enhance a student's career objectives. In order to qualify, parents must present a copy of the curriculum covered, documentation of hours, and name and qualifications of instructor. One (1) credit for every seventy (70) hours of instruction may be awarded. Grades will be on a pass/fail basis and will not be calculated in the grade point average. Also, students can receive, on a one-time basis, one (1) credit for ninety (90) hours of documented volunteer activity. In addition to a log of hours, students will be required to write a minimum three-page report discussing the nature of the volunteer work, and any lessons learned and value gained from the experience.

Remediation

If a student fails any course required for graduation, (or any course required for completion of grade seven or eight) the student must retake the course before continuing on to the next course level. In addition, to move forward in any sequential courses (e.g., math, foreign language), a student must have a minimum grade of C-. The course may be retaken at the Academy the next time it is offered, space permitting.

Dual Enrollment

Dual enrollment is defined as taking classes for credit, including onsite, online or independent study courses, at or through another accredited learning institution while enrolled as a full time student at the Academy. To be classified as a full time high school student, a student must take more than 3 credits per semester at the Charter Academy. Junior and senior students may maintain full-time status through a combination of credits at the Charter Academy and an accredited post secondary institution.

Contact the school counselor for a complete copy of the dual enrollment policy.

ATTENDANCE AND TARDIES

Philosophy

Coeur d'Alene Charter Academy expects excellent attendance and punctuality to class and all other school commitments. Students should miss school only in cases of illness and personal or family emergencies. Health care appointments, vacations, and other non-emergencies should be scheduled whenever possible to avoid school absences. In order to maintain a high academic standard and develop an outstanding work ethic, attendance is of the utmost importance.

An Absence shall be defined as any class not attended for any reason. Absence in one class will not affect the attendance record in any other class. Attendance will be taken in each class and all absences (excused and unexcused) will be recorded.

- **Excused Arranged Absences** are defined as absences that occur with the parent's permission but do not meet the standard criteria for excused absences (for example, family vacations) *and for which the student and the parent have made prior arrangements with the student's teachers and the office.* The student will be required to obtain assignments and homework from his or her teacher prior to the absence(s) in order to receive credit. Missed schoolwork must be completed and turned in upon the day of return. Any additional work assigned by the teacher during the absence period will be due on a set date as prescribed by the teacher. Failure to make arrangements with the teacher and the office will result in the absence being counted as Unexcused.
- **Unexcused Absences** are defined as absences that occur with the parent's permission but do not meet the criteria for excused absences (i.e., for reasons other than illness or emergency). Students will not receive credit for work missed during an unexcused absence.
- **The primary difference between "excused arranged absences" and "unexcused absences" is whether the student's teachers and the attendance office have been notified PRIOR to the absence in sufficient time to obtain assignments and homework.**
- **Truancy** is defined as absence without the parent's permission, for reasons other than illness or emergency. Truancy is unexcused and will be reported to law enforcement as appropriate.

Accumulated absences will result in the following action:

1-6 absences per class per semester

Parents will be notified of each absence. On the sixth absence the school will send home a letter that reiterates our attendance policy, and explains the consequences of continued absences.

Teachers have the prerogative to not allow make up work for classes missed due to unexcused absences.

11+ absences per class per semester

Regardless of the nature of the absences (excused and/or unexcused), credit may be denied for any class in which a student has accumulated 11 or more absences. The determination to grant or deny credit will be made by the Principal, with input from the classroom teachers.

Procedure:

Parents should notify the office as soon as possible when their child will be absent. This can be done by calling the office. An absence will be registered as excused only when a parent or guardian contacts the office and verifies the date and reason for the absence. This verification must be provided within two (2) days of the student's return to school. If no verification is received within two (2) days, the absence will remain unexcused. Only the principal or his designee can excuse an absence. Their decision will be based on the documentation provided by the parent.

Tardies: A Tardy is defined as the condition or situation when a student is not in his/her assigned seat with all of the necessary study materials at the start of the class period.

Rationale: The first few minutes of class at the Academy set the stage for the day's lesson. Generally a teacher has an "anticipatory set" which engages the students' inquiry or curiosity and prepares the students for the day's lesson. Class time at the Academy is valuable. Teachers design lessons so that learning is maximized and interruptions are minimized within the allotted time.

When a student is late to class, the entire class is interrupted, the teacher is interrupted, and the tardy student has missed a vital part of the day's lesson. Timely attendance at the Academy is mandatory. Punctuality to class and all activities is paramount. There is no excuse for habitual tardiness.

Tardies are excused for dental, medical, and legal appointments, and for health reasons.

Procedure:

1. A student will be allowed up to three (3) unexcused tardies per class, per semester, regardless of the circumstances. The teacher will attend to the situation as they see fit considering the circumstances. A grade penalty or loss of score may result. Teachers may assign additional penalties as they see fit.
2. Upon the fourth unexcused tardy, the student will automatically be assigned one (1) hour of detention to be served after school and the parents of the child shall be notified.
3. Upon the fifth unexcused tardy, the student will automatically be assigned two (2) hours of detention to be served after school and the parents of the child shall be notified.
4. Upon the sixth unexcused tardy, the student will be suspended from attending school and student activities for one (1) day without the possibility of appeal.
5. Upon each subsequent unexcused tardy, up to and including eleven (11), the student will serve another two-hour detention and the parents of the student will be notified.
6. Upon the twelfth unexcused tardy, the student will be suspended from school and school activities for an additional two (2) days.

Continued Enrollment/Truancy

If a student does not attend school for ten (10) consecutive days and the parent has not communicated with the school or responded to contacts from the school during that period of time, the student will be considered as having withdrawn from the school. Further, the student will be reported to juvenile authorities as truant.

Make-up Work

The faculty is understanding about work missed during an excused absence and will allow a reasonable amount of time for such work to be completed. Parents will be responsible for picking up homework assignments during extended absences, by arrangement with the classroom teachers. However, a student who is absent on the day of a test or a major assignment being due, with no valid excuse, will be given a zero for the work missed.

CLASSROOM INTERRUPTIONS

Classroom interruptions will not be permitted except in the event of an emergency. Non-emergency messages will not be delivered to the classroom. Students are **not** allowed to leave their class to use the phone or for any other non-emergency reason. Every effort will be made at all times to ensure the integrity of the classroom. The office staff does not accept or deliver items such as flowers, balloons, gifts, etc. to students. Only items such as homework, lunches, or uniforms may be left for a student on the drop off table (located by the front entry), the student may check for his/her item between classes or during lunch. Valuable items should be brought to the office.

CELL PHONES/ELECTRONIC DEVICES



Cell phones, iPods, laptops, and all other personal electronic devices are not permitted during school hours [7:55 – 2:45, including passing time and lunch]. Students found to be in possession of these devices will have them confiscated. Repeated violations will result in short-term suspension.

COMMUNICATION

Daily In-School Communication

Daily bulletins will be announced to the student body and staff via the P.A. system. Parents receive the daily announcements by e-mail. Parents may also read the video screen in the commons.

School-to-Parent Communication

School newsletters will be sent home via email each month. The newsletter can also be accessed through the school web site, www.cdacharter.org. All written communication from the Academy will be identified by school logo.

Parent-Teacher Conferences

Parent-teacher conferences are held during the first semester. Parents are encouraged to schedule additional conferences with a teacher as soon as any concern or question arises. Teachers will respond as soon as practical, and in less than two (2) working days in the absence of unusual circumstances.

Grievance Policy

The daily conduct of the business of the Coeur d'Alene Charter Academy is under the direction of the principal and he is the authority over all daily decisions, such as disciplinary issues, uniform compliance, and attendance/absentee issues

Coeur d'Alene Charter Academy teachers strive to challenge our students academically, pushing them to achieve more and grow more than they have before. Sometimes this will result in frustrations from students who feel they are being pushed too hard. Students may have problems with the way class is conducted, with a teacher's disciplinary procedures, or with the content of the class. We encourage students to come to teachers with questions or concerns. Sometimes, however, a student may have a serious grievance that requires parental involvement. The Charter Academy has adopted the following procedure for dealing with such issues:

- Student approaches teacher outside of class with the problem. If the problem is not resolved,
- Parent contacts the teacher outside of class. If the problem is not resolved,

- Student, parent, and teacher meet with the vice principal. If the problem is not resolved,
- Student, parent, teacher, vice principal meet with the principal. If the problem is not resolved,
- Student, parent, teacher, vice principal, and principal meet with the Charter Academy Board of Directors. The student will be present but may be excused at the discretion of the board. The decision of the Board is final.

In exceptional circumstances, when the safety of any party is threatened, or when other legal authority prevails, this policy may be disregarded.

Along each step, the faculty, administration, and the Board of Directors will attempt to resolve the grievance to mutual satisfaction, consistent with the mission and policies of the school.

COMPUTER USE



In order to access school computers, an Acceptable Use Policy form must be signed by parents and students. Computer use is a privilege, and the guidelines for use must be strictly adhered to. Students are liable for any damage they cause to computers, which may include the cost of repair or replacement.

DRIVING INFORMATION

Driver's Education Policy

In order to qualify for a driver's permit or license, students under the age of eighteen must obtain a letter from the Academy verifying that they are in compliance with Academy attendance requirements.

A letter will not be issued to a student who has been denied credit based on attendance in the previous or current term. In the case of a student who has exceeded the number of allowable absences and is appealing denial of credit, the verification letter will be withheld pending the outcome of the appeal.

Student Parking

Any student who plans to drive to school must follow these rules:

- Each student must register with the office and obtain a parking permit.
- The permit must be hung on the rear view mirror. The permit is not transferable.
- Students will park in the designated parking area only.
- Students must enter and leave the campus according to the traffic patterns specified.
- Once students arrive on campus, **vehicles are off-limits until the time of departure.**
- Driving to school is a privilege and may be subject to forfeit if the student fails to observe all traffic laws and school regulations, or if the student operates his/her vehicle in any manner that endangers the health and safety of any person.

EXTRACURRICULAR ACTIVITIES



Coeur d'Alene Charter Academy offers various activities beyond the classroom. All extracurricular activities will be supervised by a member of the Coeur d'Alene Charter Academy staff plus parent chaperones, if needed. Participation is a privilege that can be revoked for failure to comply with any requirement of the activity in question. Permission slips from parents will be required for any activity that involves leaving the Academy property and must be on file prior to any trip. Academic probation procedures apply to all students involved in extracurricular activities.

Extracurricular eligibility will be based on official Charter Academy quarter grade reports. In the case of dual enrollment, college semester grade reports will also be used to determine

extracurricular eligibility. The minimum grade requirements for full eligibility are passing at least four classes, having no F's and no more than one D. Classes used to determine extracurricular eligibility include all Charter Academy classes, all dual enrollment classes, and all classes taken from non-traditional schools such as home schools or internet schools. Any class, regardless of duration, will be considered for eligibility purposes when the grade is reported on an official grade report. In no circumstance, may eligibility be regained during the summer.

Any student who receives one or more F's on a Charter Academy quarter grade report and/or a college semester grade report will be ineligible for participation in extracurricular activities until the next Charter Academy quarter grade report indicates he/she is no longer failing any Charter Academy class. If the failing grade(s) are on a college fall semester grade report, the Charter Academy third quarter grade report will present the first opportunity for a dual enrolled student to regain eligibility. During the period of ineligibility students will not be allowed to participate in sports and/or other extracurricular activities; they may not practice, rehearse, meet, compete, perform, assist, or in any way participate in an extracurricular activity.

Any student who receives two or more D's on a Charter Academy quarter grade report and/or a college semester grade report will be placed on **academic probation**. While a student is on academic probation, he/she may practice or rehearse, but may not participate in games or events. If the first Charter Academy school-wide progress report following a report card indicates a student on academic probation has raised his/her grades to meet the minimum grade requirements, he/she will be removed from academic probation and be allowed to participate in games or events. If a student does not sufficiently raise his/her grades during these time periods, he/she will become ineligible for any participation in extracurricular activities until the Charter Academy quarter grade report indicates the grades are at or above the minimum grade requirements.. In lieu of Charter Academy grade reports and school-wide progress reports, the school administration will provide an alternative method of determining extracurricular eligibility for non-traditional students who are on academic probation. A non-traditional student is defined as a student who is not enrolled full time in Charter Academy and/or college dual enrolled courses.

For purposes of determining extracurricular eligibility, grades earned on fourth quarter Charter Academy grade reports and/or college spring semester grade reports will carry over to the Charter Academy first quarter of the following school year. All ninth graders are eligible to participate in first-quarter activities, with the exception of students who are repeating ninth-grade classes.

If a student who is ineligible to participate withdraws from the Academy for any reason and returns after any length of time, that student shall be ineligible to participate until an Academy quarter grade report indicates grades are at or above minimum grade requirements.

Sixth grade students new to the Charter Academy are eligible to participate in all extracurricular activities during their first quarter.

Eligibility status will be determined at the established deadline for grades to be submitted to the registrar for progress reports and grade reports.

In accordance with IHSAA 8-16-1, home school students and students who do not attend accredited schools shall demonstrate composite grade-level academic proficiency on any state board of education recognized achievement test or any nationally-normed test. It shall be the responsibility of the student to make all arrangements to take the required test and provide the

principal of the Academy with the results of the test prior to being granted eligibility for activities.

Also, at any time, regardless of probationary status, students may not be allowed to go on class trips that will cause them to miss classes where their grades are deficient, defined as a D grade or lower. This will be determined on a case-by-case basis, at the discretion of the teachers, with the principal having final determination in cases of disagreement. In this manner we expect to maintain the high academic standard for which this school was founded and to provide the proper expectation for student success.

Attendance Requirement for Student Participation in Extracurricular Activities

Students who are absent from school one or more periods on the day of an extracurricular activity in which they are scheduled to take part, will not be allowed to participate in that activity. This includes games, practices, meetings and/or rehearsals. Exceptions may be made by the activities director for verified medical appointments, unavoidable circumstances, or other prearranged cases. This policy affects all Charter Academy extracurricular activities, i.e., sports, drama, music, debate, clubs, etc. Any extracurricular activity involving in-school time or out-of-school time requires attendance at school that day. Coaches/advisors of the various activities will advise their students of this requirement and be responsible for monitoring its implementation. Any students suspended from school for disciplinary reasons will not be allowed to participate in any extracurricular activity on the days they are out of school.

Sports Physicals and Interim Questionnaires

Students are required to undergo a physical examination and have the Idaho Health Examination and Consent Form (Athletics & Activities Packet) on file in the school office prior to their first practice for any Coeur d'Alene Charter Academy sponsored sport. An Interim Questionnaire must be completed and on file in the school office in any year a physical exam is not taken. The required Idaho Health Examination and Consent Form and the Interim Questionnaire are available on the school website, in the school office, or from the coach of a specific sport. Physical exams must be conducted by a licensed physician, physician's assistant, or nurse practitioner.



For any student in grades 6-8 to participate in sports, a physical exam taken after May 1 of the 5th grade year will remain valid for the duration of middle school. The Idaho Health Examination and Consent Form is valid for all three years of middle school.

For any student in grade 9 to participate in sports, a physical exam must be taken after May 1 of the 8th grade year. For high school students, The Idaho Health Examination and Consent Form is valid for two calendar years.

FUNDRAISING

In order to prevent overlap and duplication, all fundraising efforts (PTO, ASB, faculty) **must be coordinated through the Academy business manager.** (Policy Title: Student Activity Fund Management, Adopted: November 20, 2001).

LOCKERS

Student lockers will be assigned during the first week of school. Locks are available from the office for a charge of \$10.00. At the end of the school year, locks must be returned to the office, and the student will receive a refund of \$5.00. Only school locks may be used on school lockers, and the office retains the right to open any locker for unannounced inspection at any time. Any change to locker assignment must be done by the administration.

LOST & FOUND

A lost-and-found bin will be maintained during the school year. Students or parents may check the receptacle at any time for missing items. The bin will be emptied as needed, and all unclaimed items will be taken to a local charity outlet. All uniform articles look alike; therefore identify yours by putting your name on the label.

LUNCHES



Coeur d'Alene Charter Academy does not participate in the federal student lunch program, which provides free and reduced lunches. Therefore, students need to bring a sack lunch from home or may purchase lunch from our approved vendors.

MEDIA POLICY

All videos/movies shown in the classroom must have serious academic value and approval from the principal prior to being shown to students. G-rated videos/movies may be utilized by classroom teachers without parental notification. PG and PG-13 videos/movies will be shown only if parents have been notified in advance. Parents have the right to restrict their child from viewing those videos/movies without penalty to the student. R-rated videos/movies will not be shown at the Academy.

PARENT TEACHER ORGANIZATION (PTO)

All parents are encouraged to participate in their child's education. Parents are represented at Coeur d'Alene Charter Academy by the Parent Teacher Organization (PTO). Through the PTO, parents may provide support for the mission and operation of the school. Because we are a charter school operating with limited public funds, we depend on parents and the community for many extras that provide opportunities for our students. Parents are encouraged to render assistance, either financial or in volunteer activities, as they are able.

SCHOOL SAFETY

Closed Campus/Visitors

Coeur d'Alene Charter Academy is a closed campus. A student may not leave the campus between the scheduled time of arrival and the scheduled time of departure without permission from the office and his/her parent or guardian. Students leaving and returning to school and all visitors must check in at the office before proceeding to class or other locations in the building. All visitors must wear a visible visitor pass while on campus. No loitering by any person on school grounds will be allowed.

Leaving Campus During Unscheduled Class Periods

Juniors and seniors in 'good standing' will be given the privilege of leaving campus during periods they have no classes scheduled. In order to attain 'good standing', juniors and seniors must meet all of the following requirements:

- Juniors must have at least 22 credits earned and be on track to graduate with their class.
- Seniors must have at least 34 credits earned and be on track to graduate with their class.
- Have no suspensions for behavior or other school violations.
- Have a valid Permission to Leave Campus form on file in the office. This form must be signed by a student's legal parent or guardian, the school counselor, and the vice principal.

October 9, 2014

The following rules apply to students leaving campus.

- A student may not leave campus during Study Lab unless he/she has no class scheduled during period 2 or 3.
- Students leaving campus during the school day are required to sign in and out at the office. Failure to comply with this requirement will result in loss of privilege.
- Students who are tardy to class upon returning to campus more than 3 times in a semester will lose the privilege to leave campus during unscheduled class periods. Parents will be notified if privileges are revoked.
- Students who remain on campus during unscheduled class periods, or arrive on campus during unscheduled class periods must be in an assigned Study Hall or comply with other arrangements made with the vice principal.
- Coeur d'Alene Charter Academy will not monitor, nor take responsibility for transportation methods used by students leaving campus during unscheduled class period and/or returning to campus to attend scheduled classes.

Drop-off and Pick-up of Students

All persons driving on campus will observe a safe and efficient traffic pattern established by the administration in cooperation with the Coeur d'Alene Police Department. The directions for drop-off and pick-up will be available in the office.

After School Supervision Procedures

The Coeur d'Alene Charter Academy does not provide transportation to or from school for our students. It is the responsibility of each family to make all the necessary arrangements to provide this transportation for their child(ren). At the Academy, regular classes end at precisely 2:45 P.M. each day. After 2:45 the students have until 3:00 to gather their things, take care of any business, and vacate the building. **All students must be out of the halls and off the playground no later than 3:00 P.M.** Students who have made arrangements to be picked up by 3:00 may wait in front of the building for their ride to arrive. **Students who are going to be picked up after 3:00 must check into our supervised study hall room or be in a classroom with another teacher until their ride gets here.** Study hall is in the high school MPR and is open from 3:00 – 4:00 on Monday-Friday. **All students accessing the after school study hall must be picked up no later than 4:10 P.M.** (The only exception is that students beginning an activity at 4:00 must go immediately to their coach/advisor no later than 4:00 P.M.)

Students remaining at school after 3:00 P.M. will be allowed to use their cell phones or the phone in the commons to communicate regarding their pick up time. Also, before 4:00 P.M. you may come into the building and the office will call your child out of study hall for you.

These procedures also apply to students who are waiting after school for sports or other extracurricular activities. Please be aware of your child's extracurricular schedules and make all the necessary arrangements for transportation immediately at the end of the scheduled activity.

Other than the supervised study halls, meeting with individual teachers in their classrooms, and supervised extracurricular activities, the Academy does not provide supervision of students after 3:00 P.M. Again, it is the responsibility of the family to make all the necessary arrangements for transportation. Due to supervision and liability issues, the Academy will not allow students to 'hang out' in the hallways or playground areas after school.

We have a closed campus, so after your child arrives at school he or she **may not** leave campus without a parent or other adult pre-arranged, (i.e. carpool, relative).

Thank you for your attention to this matter. We are committed to the safety and well being of our students, and having them on campus unsupervised is not acceptable to us.

Emergency Drills/Procedures

Fire and lock-down drills will be conducted at unannounced times during the school year. During the first week of school, students will be instructed by their classroom teachers as to routes and procedures to be followed. Instructions will be given regarding responding to intruders in the building, hazardous material exposure, and other safety issues. It is crucial that all students follow these rules for the safety of all persons in the building. In addition, this school has a zero tolerance policy for weapons on campus (see Student Behavior/Discipline). A student who notices a condition that could be dangerous should inform a staff member immediately.

Emergency Information File

Each student will have on file in the office all information required to assist the student in an emergency situation. Included will be phone numbers for contact persons, known medical conditions, doctor's numbers, and any other pertinent information. It is the responsibility of the parent or guardian to keep this information current.

Medication Policy



Students requiring prescription or nonprescription medication during the school day must bring the medication to the office upon arrival at school, in its original container with the student's name clearly visible on the bottle. (No Baggies or pillboxes allowed.) A completed Medication Administration form (copy attached) from the parent or guardian must accompany the medication, specifying the time(s) and amount(s) of required dosages. If the medication is to be administered at different times or in different amounts from what is specified on the label, a physician's signature is required. The medication will be administered to the student by the school secretary (or other authorized staff member) in the school office. No medicines of any kind may be retained by the student in lockers or backpacks, with the following exception: A student who has been instructed in the self-administration of medication for treatment of a serious condition (e.g. asthma, allergies, diabetes) shall be permitted to possess and use a prescribed medication (e.g. inhaler or Epi Pen) at all times, provided the school has received, and administration has approved, a signed prescription or written direction from his/her physician or health care provider stating that the carrying of such medication is medically necessary. There will be disciplinary action for students who violate this policy.

Expected Behavior

Students at Coeur d'Alene Charter Academy are expected to be courteous and well mannered, respectful of teachers, staff members, and each other. They are expected to be honest and trustworthy. The following rules shall pertain to all students of Coeur d'Alene Charter Academy and shall be in effect during school hours and at all school-sponsored activities.

Prohibited Behavior

The following is a partial list of some of the misbehaviors that will be dealt with by the staff of the Academy:

- Academic Dishonesty: Cheating, plagiarism, and other forms of academic fraud will not be tolerated. All teachers are required to report all incidents of academic dishonesty to the principal. The consequences of academic dishonesty are severe.
- Assault, provoking assault, and fighting
- Hazing/harassment
- Possession of a weapon
- Willful disobedience
- Disruptive behavior
- Vandalism
- Vulgarity or profanity
- Use of any kind of tobacco
- The use, sale, and/or distribution of controlled substances
- Stealing

- The operation of any motorized vehicle in a dangerous manner on or near school property
- Outward displays of affection
- Any behavior that is harmful to the school, the school community or any individual

The Academy expects appropriate conduct at all times. The range of consequences for any inappropriate behavior includes, but is not limited to, parent contact, detention, out-of-school suspension, and expulsion.

Multiple infractions or unacceptable behaviors will result in compound consequences. The Academy staff follows a progressive discipline model to encourage positive changes in behavior.

Only the Board of Directors can expel a student.

Weapons

Possession of any dangerous item while attending school or on school property at any time is prohibited. School administrators and staff are authorized to confiscate such items immediately. The Academy has a zero tolerance policy for weapons.

Zero Tolerance Policy

STUDENTS AND ALL VISITORS TO THE SCHOOL ARE FORBIDDEN TO KNOWINGLY AND/OR VOLUNTARILY POSSESS, HANDLE, TRANSMIT, OR USE ANY INSTRUMENT THAT CAN BE USED AS A WEAPON OF ANY KIND WHILE ON SCHOOL PROPERTY. ANY OBJECT WHICH COULD BE USED TO INJURE ANOTHER PERSON AND WHICH HAS NO SCHOOL-RELATED PURPOSE FOR BEING IN SCHOOL OR ON SCHOOL GROUNDS WILL BE CONSIDERED A WEAPON FOR PURPOSES OF THIS POLICY. THIS POLICY WILL EXTEND TO ANY PROPERTY IN USE FOR SCHOOL PURPOSES OR EVENTS.

Possession/Use

Any student found to be in possession, using, or attempting to use any object as a weapon will result in the student's immediate suspension or possible expulsion. Any student expelled from the Academy for a weapons violation will be reported to appropriate law enforcement authorities.

Any person not a student at the Coeur d'Alene Charter Academy found similarly engaged will be removed from the school property and referred to law enforcement authorities.

The safety of our students will take priority over any other considerations.

Suspension/Expulsion Procedure

A student can be suspended for up to five (5) days for an offense. The Board of Directors, upon request of the principal, can extend a suspension for up to a total of fifteen (15) days. The Board of Directors can also add an additional five (5) days. Any student recommended for expulsion will immediately be placed on suspension pending Board of Directors' approval of the expulsion.

In the case of a suspension or an expulsion proceeding, parents will be notified immediately regarding the nature of the offense and the consequence. Suspensions can be appealed first to the principal, and then to the Board of Directors.

STUDENT GOVERNMENT

The purpose of the Associated Student Body (ASB) organization is to provide an opportunity for students to express themselves through their elected representatives concerning those phases of the school program on which students may take action. They take an active role in serving as a liaison between the student body and the administration, where the students can assume as much responsibility for organizing their high school activities as they are able to handle. Student council consists of a President, Vice President, Secretary, and Treasurer, plus ASB

representatives for each grade level, elected by the student body at large in each respective grade. Elections take place at the end of the school year for the upcoming year. There is an ASB organization for high school and a separate ASB for middle school.

TELEPHONE POLICY

A telephone will be available at the office for students' use before and after school and during their lunch break. Students will not be excused from classes to use the phone except in emergencies.

Cell phones, MP3 players, laptops, and all other personal electronic devices are not permitted during school hours [7:55 – 2:45, including passing time and lunch]. Students found to be in possession of these devices will have them confiscated. Repeated violations will result in a short-term suspension.

UNIFORM REQUIREMENTS

General Guidelines

All students will arrive on campus in uniform and stay in uniform until they leave for the day. Parents and students are expected to know and follow the uniform policy.

Team/activity/spirit wear clothing must be approved by the school administration before being worn as part of the uniform.

Purchase of Uniform Items

The Charter Academy strongly recommends that uniform items be purchased from an approved vendor. Uniform items are available and can be screen-printed and/or embroidered at Embroidered Corporate Image, Powell Ink, Spokane Uniform House (Dennis Uniforms), and Underground Expressions. Items may also be found at Land's End, JC Penney, and Sears.

Since all of these outlets sell many items that are not in compliance with the Academy's uniform policy, be sure the items you buy have been approved as uniform items. Employees at these stores can assist you to make sure the items you are purchasing conform to the policy.

The school office has a list of approved uniform items, complete with product numbers. Please check the official list before making any purchases. The school is not responsible for clothing items purchased that do not meet the requirements as defined and explained in the uniform policy.

There will be periodic uniform sales at the school. Contact the school office for information.

Commentary on the Expectations of the Uniform Policy

School uniforms are an important facet of our school culture and an integral part of our mission and purpose. A distinctive uniform is a unifying factor within our school community and underscores the Academy's seriousness of purpose by encouraging students to think of their attire as an aspect of their work. In addition, neatness and modesty are important aspects of the Charter school environment. The Coeur d'Alene Charter Academy is a college preparatory school, and we want our students to distinguish themselves by their academic performance, their citizenship, their behavior, and their attitude and effort on a day-to-day basis. Additionally, we strive to eliminate the self-consciousness and social competition which popular fashion trends tend to promote.

Clothing or accessories that are worn with the obvious intent of being different or unique are not in keeping with the purpose of the uniform policy.

Test for Appropriateness

If you were part of a group of students walking through the commons during the school day, would something about your dress or physical appearance draw attention to yourself? If so, you would be considered in violation of the Coeur d'Alene Charter Academy uniform policy.

Uniform Violations

It is the responsibility of each student to be in uniform while on campus. Students who are out of uniform will not be allowed to remain in classes until the violations are corrected. It is the family's responsibility to provide proper uniform attire for any child out of uniform while at school. The school does not provide uniform clothing. Students who miss class to correct a uniform violation will receive an unexcused tardy or absence.

Students with repeated uniform violations will be referred to the vice principal for disciplinary action.

Specific Uniform Requirements

I. PANTS

Tan or navy blue cotton dress slacks must fit correctly and be worn appropriately. They must be long enough to touch the shoe, but must not touch the ground. Pants with sewn cuffs are allowed. The following are violations of the uniform policy:

- a. Excessively tight or baggy pants
- b. Pants made of stretch fabrics
- c. Capris, bellbottoms, or pants with pegged ankles
- d. Sewn-on pockets; cargo pant pockets; decorative zippers; snaps or rivets
- e. Stitching of a color other than the color of the pants

II. SHORTS

Tan or navy blue walking shorts may be worn by either male or female students. Shorts may not fall below the middle of the knee or be shorter than one hand's width above the knee. All other standards for shorts are the same as those for long pants.

III. SKIRTS

Tan, navy blue, or school plaid skirts may be worn by female students. Skirts must reach at least the **TOP OF THE KNEE when standing**. If a skirt extends below the knee it may have a slit that goes no higher than the knee. Skorts may be worn as long they meet the color and length requirements for skirts.

IV. UNDERGARMENTS

- a. Solid white undershirts may show at the neck.
- b. Undergarments must not be visible, with the exception of undershirts showing at the neckline.
- c. Long-sleeved shirts may not be worn under short-sleeved shirts, even if the same color.

V. SHIRTS

Turtleneck or short / long sleeved, collared polo shirts may be worn by either male or female students.

The following are requirements for uniform shirts:

- a. Polo shirts must be red, navy blue, hunter green, or white.
- b. The approved Academy logo must be silk-screened or embroidered on the upper left chest of polo shirts.
- c. Students may wear long or short-sleeved white oxford dress shirts. Oxford shirts do not require an Academy logo. Oxford shirts must be tucked in.
- d. Students may wear a tie and properly fitting, solid-color sport coat with oxford shirts. Ties and sport coats may not be worn with polo shirts.
- e. Shirts with buttons must be buttoned in such a way as to maintain neatness and modesty.
- f. Shirts must be long enough so the midriff or back is not exposed while seated or during other normal school activities.
- g. Female students may wear plain white blouses that button in such a way as to maintain neatness and modesty.
- h. Shirts that extend below the side pockets must be tucked in.
- i. Shirts worn under sweatshirts or other outerwear must be tucked in and may not be visible other than at the neckline.

VI. SHOES/STOCKS

- a. Flip-flops and slippers are not appropriate footwear at school and will not be allowed.
- b. Some classes require closed-toes shoes for safety reasons. This rule is applied at teacher discretion.
- c. Knee socks and tights must be a solid uniform color (red, navy blue, hunter green, or white), black, or skin toned.
- d. Students may wear traditional snow boots and flat-soled suede winter boots under the following conditions:
 - a. They may be worn with a skirt. If worn with a skirt, they must be worn with uniform-compliant tights.
 - b. The boots must be solid black, brown, or tan.
 - c. They may be worn over slacks.
 - d. No spike heels, decorations (eg. Buckles, tassles), fashion stitching, or baggy fabric.
 - e. They must fall below the knee.

Boots that do not meet the stated criteria must be covered by slacks at all times while on campus.

VII. JEWELRY/ACCESSORIES

- a. Jewelry must pass the "Test for Appropriateness" explained above.
- b. Belts must be worn inside the belt loops and not hang down below the waistline.
- c. Neck scarves and hats, including hoods, may not be worn in the school buildings and must be removed immediately upon entering the school.

VIII. HAIR

- a. Hair must be a natural hair color, worn neatly, and in such a style that passes the "Test for Appropriateness" explained above.
- b. Hair ribbons, pins, bands, etc. must pass the "Test for Appropriateness" explained above.

IX. OUTERWEAR

- a. Only outerwear approved as school uniform items may be worn in classrooms.
 - a. Hooded sweatshirts including pullover sweatshirts or sweatshirts with zippers are not approved uniform items and may not be worn during the school day (Lunch period included). The only exception will be during P.E. when the class takes place outside.
- b. Non-uniform outerwear should be left in lockers during the school day, with the exception of lunch time for students going outside in colder weather.
- c. Fleece vests and fleece jackets may be red, navy blue, white, or hunter green with piping in black or of the same color as the garment. Vests and jackets may have, but are not required to have the approved Academy logo sewn or embroidered the upper left chest.
- d. V-neck sweaters, sweater vests, and cardigan (button up) sweaters must be worn as outerwear, over a Charter polo or other uniform shirt. They may be navy blue, white, hunter green, or red. These items may have, but are not required to have an approved Academy logo sewn, embroidered or silk-screened on the upper left chest.
- e. Sweatshirts must have the academy logo on the upper left chest, or a large Academy logo silk-screened in the center of the chest, or other approved designs/logos.
- f. Pea coats in black or navy blue, that are hoodless, may be worn at school. Pea coats do not need an Academy logo.
- g. Approved letter jackets, may be worn as uniform outerwear (must be worn as outerwear, over a Charter polo or other uniform shirt).
- h. Approved 'spirit wear' may be worn as part of the uniform.
- i. Any logos, designs, or words, other than the Charter Academy logo, or those on approved team and spirit wear are not allowed on uniform attire.
- j. Team warm-ups will not be allowed as uniform items for the school day.

X. P.E. UNIFORM

PE Shirt:

- Short or Long Sleeve
- Color: Athletic Grey with new Navy logo.
- Logo is approximately 8.5 inches on center front. Logo is in NAVY. Box in logo under Panthers is solid white.

PE Shorts:

- Color: Navy with white colorblock (stripe), prefer SportTec by Port Authority (T-479 and Y-T-479) or if not doable navy mesh (with liner) basketball shorts.
- Logo is approximately four inches on lower left thigh in white. Box in logo under Panthers is solid white.

****Optional:****

Sweatshirt:

- Color-grey, crew neck only, with navy T-shirt logo center front (apx. 8.5") box on logo under Panthers is an outline only.

Sweatpants:

- Color: navy, with white shorts logo on left thigh in white (apx. 4") box in logo under Panthers is solid white.

XL EXCEPTIONS

- a. Performance attire, as defined by the teacher and approved by the administration, may be worn on concert days.
- b. Clothing for special class projects, as defined by the teacher, may be worn on the day of the event.

Definitions

1. Uniform – having the same appearance as others of the same group; conforming to a given standard; being or looking the same; consistent in appearance.
2. Outerwear – coats, jackets, sweaters, sweatshirts, vests.
3. Oxford Shirt – a long or short-sleeved shirt with buttons up the front all the way to the collar.

ANY JUDGMENTS REGARDING CLOTHING OR APPEARANCE WILL BE MADE BY THE SCHOOL ADMINISTRATION.

A COUPLE OF NOTES ON THE UNIFORM POLICY:

TEAM WARM-UPS: Team warm-ups will not be allowed as uniform items for the school day, any more than a volleyball or basketball jersey would be. Teams sometimes purchase warm-up jackets or shirts, and in recent years these have been treated as uniform items. However, with the accumulation of activities and successive years of new items, it has become nearly impossible to determine when students are wearing team-specific warm-ups and when they aren't.

TEAM UNIFORM ITEMS: Teams or groups may get approval from administration to add a group logo to uniform items. For example, the track team might choose to modify an Academy sweatshirt to say "Track" under the existing logo or submit a new logo that is specific to their sport. Any modified item must be approved by administration before it may be worn in school.

COLLEGE SHIRT WEEK: During the last week before graduation, seniors will be encouraged to wear sweatshirts from the college or university they plan to attend. We want to honor these students for their achievements and allow them to sport their new colors.

This handbook can also be found on our website, www.cdacharter.org/Handbooks.html.



COEUR D'ALENE CHARTER ACADEMY 2013-2014 SCHOOL PROFILE



Dedicated to providing a rigorous, content-rich, college preparatory education for any students who are willing to accept the challenge.

The Coeur d'Alene Charter Academy represents the effort of a group of dedicated educators, citizens, and parents to provide our local children with a first-class college preparatory education, in an atmosphere where students know that their chief duty is to learn. Direct instruction by highly qualified and dedicated teachers is traditional and rigorous within the framework of a six-period day. Instructional time is highly valued and is not interrupted. Students are expected to conduct themselves as serious scholars, to respect themselves and each other, and abide by a clear, firm, and fair code of conduct. Responsibility and integrity are the marks of an Academy student. Specific measures implemented to fulfill our mission include: increased instructional time, uniforms, a behavior code, and the expectation of substantial work outside the classroom.

ACADEMIC PROGRAM

Graduation requirements for the class of 2014 include:

English	4 years
History	4 years
Math	3 years
Science	3 years
Foreign Language	2 years

Classes in health, economics, communication, and the fine and performing arts are also required, as well as other academic and general electives to total a minimum of 46 credits. The Academy operates on a traditional semester calendar (1 year = 2 credits).

Advanced classes include: Hon. Pre-Calculus, AP Calculus AB, AP Calculus BC, Hon. Calculus, Hon. Algebra 2, Hon. Geometry, Hon. Biology, Hon. Chemistry, AP Chemistry, AP Physics B, Hon. Physics, AP Language and Composition, AP Literature and Composition, Hon. American Literature, Hon. World Literature, Hon. European Literature, Hon. Ancient Literature, AP Government, Hon. Government, AP US History, Hon. US History, AP European History, Hon. Euro. History, AP Macroeconomics, Hon. Ancient His-

tory, Hon. Latin 3, Hon. Spanish 3 and 4, AP Spanish, Hon. French 3, and AP French.

GRADING

Course work is intended to be unusually intense; standard courses are more demanding than many designated "honors" at other schools. Grades are not given away, nor are they inflated. Students and staff are held accountable for professional-quality work. Grading is very conservative: a "C" represents an average level of work, which is the minimum requirement for advancing to the next level of sequential classes. The Academy does not report class rank on student transcripts. Because of our purposeful decision to prevent grade inflation, the rigor of our coursework, and the high achievement level of our students, class rank may provide an inaccurate perception of student achievement. Grade point averages are calculated on a weighted 4.0 grading scale to encourage students to take Honors and Advanced Placement courses and recognize their additional accomplishment in doing so. Grades are determined as follows:

A	=	93-100	C	=	73-76
A-	=	90-92	C-	=	70-72
B+	=	87-89	D+	=	67-69
B	=	83-86	D	=	63-66
B-	=	80-82	D-	=	60-62
C+	=	77-79	F	=	59-0

		College Prep	Honors Classes	Advanced Placement
A	=	4.0	4.5	5.0
A-	=	3.7	4.2	4.7
B+	=	3.3	3.8	4.3
B	=	3.0	3.5	4.0
B-	=	2.7	3.2	3.7
C+	=	2.3	2.8	3.3
C	=	2.0	2.5	3.0
C-	=	1.7	2.2	2.7
D+	=	1.3	1.8	2.3
D	=	1.0	1.5	2.0
D-	=	0.7	1.2	1.7
F	=	0.0	0.0	0.0

ENROLLMENT*

The 2014-2015 student body includes 46 seniors, 69 juniors, 85 sophomores, and 88 freshmen. In addition, we have 161 sixth graders, 145 seventh graders, and 124 eighth graders.

*The Coeur d'Alene Charter Academy does not discriminate on the basis of disability in our admission policy, or in providing access to programs or activities to students who, with or without special education or related aids and services, are able to meet the essential standards of the Academy.

TEST SCORES

Three students in the class of 2015 qualified as National Merit Semi-Finalists.

SAT (Class of 2014 - 100% took the SAT Reasoning test)

	Critical Reading	Math	Writing	Total
Charter Academy	615	630	593	1838
Idaho	458	456	450	1364
Nation	497	513	487	1497

ACT (Class of 2014 - 51% took the ACT test)

	English	Math	Reading	Science	Comp
Charter Academy	30.2	29.5	29.6	28.2	29.5
Idaho	21.9	22.0	23.0	22.1	22.4
Nation	20.3	20.9	21.3	20.8	21.0

SPECIAL RECOGNITION

Newsweek designated the Coeur d'Alene Charter Academy as one of "America's Best High Schools" in 2013, ranking it 1st in Idaho, 18th in the West and 89th in the nation.

The Coeur d'Alene Charter Academy was named a "Gold Medal" high school by *US News and World Report* in 2014 and was ranked 1st in Idaho and 47th in the nation out of more than 21,000 U.S. high schools.

The *Washington Post* ranked the Coeur Charter Academy as the 66th high school in the nation in their "2014 America's Most Challenging Schools" ranking.

The Center for Education Reform awarded The Coeur d'Alene Charter Academy "Charter School of the Year" recognition, placing it in the top one percent of charter schools in the nation.

ACCREDITATION

The Coeur d'Alene Charter Academy is accredited by the Northwest Accreditation Commission (NWAC).

COLLEGE ATTENDANCE

On average, about 70% of our alumni attend 4-year colleges and 30% attend 2-year colleges after graduation.

The following list is a sample of the colleges attended by graduates over the past ten years:

Allegheny College	Pomona College
Arizona State University	Princeton University
Brigham Young University	Purdue University
Boston University	Rensselaer Polytechnic Institute
Carnegie Mellon University	Santa Clara University
Carroll College	Seattle University
College of Idaho	United States Air Force Academy
Columbia University	United States Military Academy
Dartmouth College	United States Naval Academy
Davidson College	University of Adv. Technology
Emory University	University of Arizona
Evergreen State University	University of Colorado
George Fox University	University of Delaware
George Washington University	University of Idaho
Gonzaga University	University of Michigan
Harvard University	University of Montana
Hendrix College	University of Notre Dame
Hillsdale College	University of Oregon
Idaho State University	University of Pennsylvania
Illinois Institute of Technology	University of Portland
Kettering University	University of Redlands
Kenyon College	University of Puget Sound
Lehigh University	University of Richmond
Lewis University	Walla Walla College
Macalester University	Washington and Lee University
Montana State University	Washington University, St. Louis
Northern Arizona University	Washington State University
North Idaho College	Western Washington University
Oklahoma Christian University	Westmont College
Oregon State University	Whitworth University
Pacific Lutheran University	Willamette University

CONTACT INFORMATION

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Coeur d' Alene, ID 83815
www.cdacharter.org
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CEEb Code: 130115

Principal: Daniel Nicklay, M.Ed.
dnicklay@cdacharter.org

Counselor: Bev Chambers, M.Ed.
bchambers@cdacharter.org

COEUR D'ALENE CHARTER ACADEMY
BOARD OF DIRECTORS

PAUL FRANZ

- B.S. in Civil Engineering, University of Idaho, 1983
- General Manager, Interstate Concrete and Asphalt, 1983-Present
- Board Of Directors At CDA Charter Academy, 2007- Present
 - Chairman, 2010-Present
- Finance and Long-range Planning Committee Chairman, 2012-Present
- Paul has six children, four of whom have graduated from the Academy

C.R. (BOB) NELSON

- Professional Educator for over 30 years, CDA School District 271
- Founding Member of CDA Charter Academy Board
- Vice Chairman and Secretary/Treasurer of the Board, 2003-Present
- Academic Excellence Committee Chairman, 1999-Present
- Bob has three successful adult children and seven grandchildren

JENNIFER BRUMLEY

- B.S. in Communications, Teaching Certificate in Speech and Journalism, University of Idaho, 1996
- J.D., University of Idaho School of Law, 1998
- Attorney, Spokane City Prosecutors Office, 1998-2000
- Attorney, Coeur d'Alene City Attorney Office, Criminal Division, 2000-2005
- Attorney, Amendola, Doty & Brumley, 2005-Present
- CDA Charter Academy Board member 2010-Present
- Scholarship Committee Chair, 2012-Present
- Jen enjoys hiking, camping, and other outdoor pursuits with her husband and two children

RUSS HELGESON

- B.S. in Forest Engineering, University of Washington, 1980
- Civil Engineer, Frame & Smetana Engineering, 1991-Present
- CDA Charter Academy Board Member, 2011- Present
- Parent of three Academy graduates (eldest child attended on opening day)

AMY VERHAEGHE

- B.S. in Nursing, University of Washington, 1987
- Experience as a nurse in Pediatric Oncology and PICU
- Board Member 2007-Present
- Fundraising Committee Chair, 2012-Present
- Past PTO Chair/Co-Chair, Auction Chair, Event Coordinator
- Amy has three daughters; two have graduated from the Academy, and one will graduate in 2015.



**COEUR D'ALENE CHARTER ACADEMY, INC.
BOARD OF DIRECTORS MEETING MINUTES
APRIL 21, 2014**

LOCATION	Coeur d'Alene Charter Academy 4904 N. Duncan Drive Coeur d'Alene, ID 83815
CALL TO ORDER	<p>Chairman Franz called the meeting of the Board of Directors to order at 6:00 PM.</p> <p>Board members present: Paul Franz, Bob Nelson, Jen Brumley, Russ Helgeson and Amy Verhaeghe</p> <p>Board members absent: None</p> <p>The board secretary confirmed a quorum was present.</p> <p>Other attendees: Brett DePew, Glenn Mabile, Dan Nicklay, Bill Proser, Melissa Thompson, Jacques Croom, Lynne Stembridge, Lynda LeBlanc, Rob Bass, Kyle Mason, Sarah Marchese, Ellie Hughson, Adam Odell, Sophie McPhilomy, Clarie McPhilomy, Devan Karsann, Janet Stevens, Emilie White Hidalgo, Reilly Case, Nancy White.</p>
PLEDGE TO THE FLAG	Chairman Franz led the pledge of allegiance to the flag.
ASB REPORT	<p>Sarah Marchese, ASB President, reported that the ASB has been very busy planning for Teacher Appreciation Week and the annual talent show. Ms. Marchese asked to once again address the issue of student mental health. The Board members were provided with a binder that compiled the student's research. It included a list of goals that the students would like to see met, a survey, a letter from a former student and a grant application for expanding counseling services. Ms. Marchese reviewed the survey and the goals.</p> <p>Ms. Marchese exited the meeting at 6:08 PM</p> <p>Ms. Hughson introduced herself and said that this was an issue that was close to her heart. She spoke about teacher and student awareness, the need for creating a more nurturing environment and the grant that was included in the packet.</p> <p>Director Verhaeghe asked about teacher training. Mr. Nicklay said that he and Dr. Schaffer had discussed and will be spending time on training teachers to recognize students who may need help.</p> <p>Ms. Hughson said that she had discussed starting a mentoring program with Mrs. Chambers.</p> <p>Mr. Mabile said that the school is not currently eligible for the proposed grant because we are not our own LEA until July 1st, but that does not mean we cannot apply for it with the understanding that we will be our own LEA before the new school year starts.</p>

ASB REPORT, Cont.	<p>Director Verhaeghe asked if the students think that some of this is cultural. Ms. Hughson said she did not think so. Students need to be aware of how they deal with their own problems; it is not the same for everyone.</p> <p>Chairman Franz thanked Ms. Hughson for her comments.</p> <p>Mrs. Stenbridge and Dr. LeBlanc exited at 6:23 PM.</p>
PTO REPORT	<p>Mr. Croom introduced himself as the new PTO President. Being newly elected, he does not have a lot to report, but wanted to share his vision for the PTO. He would like to see more efficiency in PTO meetings, enhanced communication and stronger relationships with the staff, parents and students. The PTO has done a great job of fundraising but has not spent a lot of money, so they will start meeting with Administrators to determine where the funds are needed. He is looking forward to a great year next year.</p> <p>Chairman Franz thanked Mr. Croom for his report.</p>
MOTION TO APPROVE MINUTES	<p>Chairman Franz called for a motion to approve the minutes.</p> <p>Motion: Director Nelson moved to approve the regular meeting minutes of March 17, 2014 and the special meeting minutes of April 10, 2014, seconded by Director Helgeson, the motion carried unanimously.</p>
PRINCIPAL'S REPORT- D. NICKLAY	<p>Mr. Nicklay reported the current enrollment is 655. That is a net loss of 1 since the last meeting. There are waiting lists in grades 6, 7, and 8 for the 2014-2015 school year. Director Brumley asked how many students were on waiting lists. He reported that there were 16 on the 6th grade waiting list, 17 on the 7th grade waiting list, and 27 on the 8th grade waiting list.</p>
VICE PRINCIPAL'S REPORT - B. DEPEW	<p>Mr. DePew reviewed the activities and discipline report for the Board. He started by congratulating Emilie White Hidalgo, who was in the audience, on being named runner-up in the Distinguished Young Women of Coeur d'Alene program. Eighty-one students earned awards based on their national Latin exam score, including four students who had perfect scores. Chairman Franz asked where the Prom would be held this year. Mr. DePew said it would be at the Templin's Red Lion Hotel in Post Falls.</p>
COMMITTEE REPORTS	<p><u>Finance and Long Range Planning – Paul Franz, Chairman</u> Chairman Franz said the Committee met before the regular Board meeting and the preliminary budget was reviewed.</p> <p><u>Scholarship Committee – Jennifer Brumley, Chairman</u> Director Brumley said letters and scholarship applications went out today. The Committee will meet in May for select the scholarship recipients.</p> <p><u>Academic Excellence Committee Meeting – Bob Nelson, Chairman</u> Director Nelson said he had nothing to report at this time.</p> <p><u>Fundraising Committee – Amy Verhaeghe, Chairman</u> Director Verhaeghe said she had nothing to report at this time.</p>
PUBLIC COMMENT	<p>Public comment was made by Nancy White, Devan Karsann, Emilie White Hidalgo, Ellie Hughson regarding the student led initiative presented to the Board during the ASB report.</p>

**EXECUTIVE
SESSION**

Chairman Franz called for a motion to hold an executive session to discuss matters pertaining to employment as authorized by Idaho Code 67-2345 sub section (1) A.

Motion: Director Nelson moved to enter into executive session in order to discuss matters regarding employment as authorized by Idaho Code 67-2345 sub section (1) A.

Vice-Chairman Nelson led a roll call vote: Director Brumley – yes, Chairman Franz – yes, Director Helgeson – yes, Vice-Chairman Nelson – yes, Director Verhaeghe – yes, the motion carried.

Entered executive session 6:46 PM.

Motion: Director Helgeson moved to return to public session, seconded by Director Brumley, the motion carried unanimously.

Returned to open session at 6:55 PM.

Chairman Franz noted that during executive session, the Board discussed matters regarding Idaho Code 67-2345 sub section (1) A.

**UNFINISHED
BUSINESS**

Authorizer Status

Mr. Nicklay said that he would address this and the adoption of the special education manual together. He sent the petition to change the charter authorizer off to the State last month. He received word back that there would need to be some changes. One of those changes, regarding our adherence to the special education manual, needs to be acted on tonight.

NEW BUSINESS

Adoption of Special Education Manual

Motion: Director Brumley moved to adopt the Idaho special education manual 2007 and all subsequent revisions, seconded by Director Nelson, the motion carried unanimously.

Motions from Executive Session

Motion: Director Verhaeghe moved to hire Sonja York as a 6th grade teacher for the 2014-2015 school year, seconded by Director Helgeson, the motion carried unanimously.

PUBLIC COMMENT

There was no public comment at this time.

ADJOURNMENT

Chairman Franz called for a motion to adjourn at 7:03 PM.

Motion: So moved by Director Nelson, seconded by Director Brumley, the motion carried unanimously.

C. Robert Nelson, Vice Chairman, Secretary and Treasurer

Code of Ethics

A Guide of Conduct for School Board Members of the Coeur d'Alene Charter Academy

This Code of Ethics signifies the strong commitment on the part of the School Board to base our decisions and actions on ethical standards. It recognizes the role and defines professional behavior needed in order to fulfill our obligations of being effective and responsible Board Members. This Code reflects the deeper sense of purpose and direction which governs our work. Our ethical behavior "speaks" loudly as an example to the young people we serve. It is, in fact, one of the wisest lessons in teaching and learning we can offer.

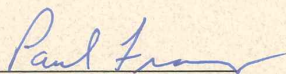
While serving as a member of the Coeur d'Alene Charter Academy School Board, I will accept the responsibility to improve education, and I will:

1. Remember that my first and greatest concern must be the educational welfare of all students attending the Coeur d'Alene Charter Academy;
2. Obey the laws of Idaho and the United States;
3. Respect the confidentiality of privileged information;
4. Recognize that as an individual Board Member I have no authority to speak or act for the Board;
5. Respect the right of other Board Members to have and express ideas that differ;
6. Work collaboratively with other Members to establish effective Board policies;
7. Delegate authority for the administration of the schools to the Principal and staff;
8. Encourage ongoing communication among Board Members, students, staff, and the community;
9. Be open, fair and honest;
10. Render all of my decisions based on available facts, appropriate public input and my independent judgment;
11. Make every effort to attend all Board meetings;
12. Come to Board meeting informed concerning the issues under consideration;
13. Give staff members the respect and consideration due skilled professional employees;
14. Improve my ability to serve as a School Board Member by studying educational issues and participating in appropriate professional development;
15. Support the employment of staff members based on qualifications;
16. Cooperate with other Board Members and Administrators to establish a system of regular and impartial evaluations of all staff;
17. Avoid conflicts of interest or the appearance thereof;
18. Refrain from using my Board position for benefit of myself, family or other business associates;
19. Maintain professional decorum when discussing school matters.

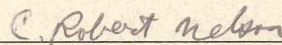
I acknowledge that the following are unethical behaviors and will refrain from such actions:

1. Seek personal advantage from membership on the Coeur d'Alene Charter Academy School Board;
2. Make disparaging remarks about other Board Members;
3. Discuss confidential business in public or to anyone not privy to such information;
4. Place the interest of individuals or groups ahead of the interest of the school and all students in the Coeur d'Alene Charter Academy; and
5. Conduct unauthorized activity on the Board's behalf away from the School Board meetings.

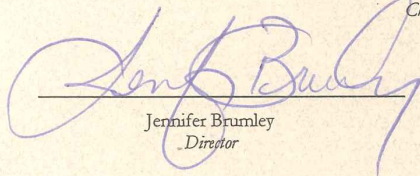
Adopted by the School Board of the Coeur d'Alene Charter Academy this 19th day of May 2014



Paul Franz
Chairman



C. Robert Nelson
Vice-Chairman



Jennifer Brumley
Director



Russell Helgeson
Director



Amy Verbaeghe
Director

Coeur d'Alene Charter Academy

Annual Evaluation of Board Meetings

Each member of the board is to complete the following survey independently and return it to the Board Clerk. The Board Clerk will compile the results and provide them to the Chair at the next meeting.

Instructions: Score each of the following items as either "S" (Satisfactory) or "I" (Needs improvement)

- | | | |
|---|---|---|
| 1. The agendas are clear, supported by the necessary documents, circulated prior to meetings, and posted appropriately. | S | I |
| 2. All board members are prepared to discuss materials. | S | I |
| 3. Reports are clear and contain needed information. | S | I |
| 4. Board avoids getting into administrative/management details. | S | I |
| 5. Diverse opinions are expressed and respected. | S | I |
| 6. The chair guides meetings effectively and members participate responsibly. | S | I |
| 7. All board members attend regularly. | S | I |
| 8. Meetings begin and end on time. | S | I |
| 9. Most members participate and no one monopolizes discussion. | S | I |
| 10. The Board stays on the agenda. | S | I |

October 9, 2014

Coeur d'Alene Charter Academy

Board Member Self-Evaluation

This assessment tool is designed to help you evaluate your individual board service. The evaluation is for your personal use only. (This is not to be handed in or reviewed by anyone but you.) Its purpose is to help you assess how effective your role as a board member is in furthering the mission of the Academy.

1. I enthusiastically support the mission and values of the Academy.
2. I understand the role of the board and my legal and ethical responsibilities as a board member.
3. I further the mission with my time and skills.
4. I have attended all regular and special meetings and other events requiring board participation and notify the chairperson or clerk if I cannot attend.
5. I try to be an objective decision maker, considering the impact of issues on individuals, the organization, and the community.
6. I avoid participation in board issues which are self-serving or may be perceived as conflict of interest.
7. I read all materials I receive before the board meeting and come prepared with questions.
8. If I miss a meeting, I contact the Board Clerk for an update.
9. I can explain to friends and community members the value of the Academy.
10. I avoid involvement in matters of administration.

Topic #1: Integration of Digital Content into Curriculum and Instruction and Sharing of Best Practices Regarding Technology Integration		
Goal(s):	To provide a 21st Century education to our students that is engaging, meaningful, and will prepare them for the future. (Our vision statement: Our goal is not to replace the current pedagogical practices, but to enhance what we are currently doing through the use of technology. We want to use the right tool for the right job. May we never fall into the practice of using technology for simply technology's sake.)	
Action #1:	Introduce Teachers to digital resources (Discovery Education materials, Schoolnet, Moodle, Word Press, education apps, Web 2.0 tools, digital texts, etc.) that can be used in their classrooms and demonstrate their value in concrete ways.	
	Accountability:	Technology Coordinator, Technology Team, ICS Leadership Team, Principal
	Completed:	Summer 2013: Tech Team attended i3C Conference in Middleton. January 2014 Inservice Day: Kick Off Technology Professional Development (4 hours: Watch "Tools of the Trade for 21st Century Kick Off:" Our Vision (Conducted at CCA Charter) for a 21st Century Education. Objectives: A Basic Orientation of School Net and Discovery Education) and practice time with both. Accountability Task: Every teacher found and posted a resource to a shared department folder under School Content on SchoolNet and then discussed the resources found within departments.
	Timeline:	2013-2014: Begin with small group instruction of teacher leaders through all 6 modules of Idaho Core Standards Leadership Academy training- substitutes to be covered by CDA Charter for this training. Thursday Tech Tutoring: Teachers helping teachers to use School Net, Discovery Education and to implement digital content in their classrooms. Build upon this by offering Discovery Education Idaho Core Standards Academy course through Boise State University - 3 masters level credits. CDA Charter will reimburse those teachers who register and complete this 48 hour course. Small group to attend the Google Apps for Education (GAPE) Festival in Coeur d'Alene in February. Small group will return and share knowledge gained. This will be instrumental in the efficient use of the new Chromebooks purchased by CDA Charter for the 2014-15 school year.
		2014-2015: Expand to a larger group (1st Tier: those interested in learning new skills will attend SUMMER Institute in 2014: Week long institute for building learning management system courses for teacher to use. Using Learning Management Systems to incorporate digital resources. (Fall: Day 1 of Teacher Prep Week - School wide goal of every teacher having and utilizing a learning management system: Moodle, Edmodo, Word Press). This will require determining who is using Moodle, Edmodo, or Word Press. 2nd Tier Adopters, 2014-2015 school year: They will meet EVERY Thursday from 3:00-4:00. Option 1 = Summer Session/Option 2= Thursdays after school. ONGOING: Thursdays Tech Tutoring for first semester focuses on helping teachers develop their management system. SECOND SEMESTER: Tech Tutoring focus on new innovative tech tools. Those who wish to opt out must demonstrate their regular use of a learning management system and use of digital content (like Discovery, etc.), and knowledge of SchoolNet.
		2015-2016: Expand training to ALL teachers. 3rd and final tier: Summer Academy 2015. Continuation of Tech Tutoring, Maintenance, Reassessing Technological Needs, and Introduction of Newly Discovered Tools and apps that work to improve educational outcomes.
	Budget:	First Year: ICS Leadership Team - Funds needed to cover substitutes to cover classes during (5) of the (6) Instructional Modules. All staff January Inservice Day - no funds needed as conducted in-house. In-house Technology Team for after school help - Voluntary positions - no funds needed. Discovery Education Idaho Core Standards Academy - Funds needed to reimburse registration of approx. 20 teachers at \$180 each. Google Apps for Education Festival will cost teachers \$150 each - all will apply for scholarships through University of Idaho and CDA Charter will cover (5) scholarships as well. Funds to pay stipend to teachers who attend the tier one 2014 Summer Institute training. Approximately \$11,850
	Resources Needed:	Teacher will need their own laptops and access to Schoolnet and Discovery resources through ISEE. Extension cords needed for training. Substitutes will be needed for coverage for the (6) members of the ICS Leadership team as they complete the (6) training modules through Discovery Education. Facilities will need to be used during the summer for the 1st Tier and 2nd Tier Adopters in the Summer Academies.
	Milestones:	Teachers will report to ICS Leadership team with updates. Curriculum Director will provide quarterly teacher surveys will help to gauge comfort level with technology and will be used to assess teacher interest in various technology training for more focused instructional drive. Tech team will identify reoccurring issues that teachers are experiencing to the ICS Leadership Team. Principal will build an element of technology usage/competency into the staff evaluations beginning in the 2014-2015 school year, adding accountability to school-wide technology knowledge and usage (expanding this requirement through the 3 tier system of adopters outlined above).

October 9, 2014

Action #2:	Procure and install the necessary projectors, computers, and interfaces for teachers to utilize digital resources within their classrooms and within online course management systems.	
	Accountability:	Technology Coordinator, Technology Team, and Business Office.
	Completed:	Phase 1: Classroom projectors in place. (Done with Phase II B grant funds.) Phase 2: Adequate access to technology for all teachers and technology training for all teachers. Equitable access to technology for all students (will continue through Phase 3 and 4 - will be dependent upon student population numbers).
	Timeline:	Phase 2 (2013-2014): Acquire (100) Chromebooks for use in school and for the Smarter Balanced Testing. Currently all teachers have laptops and students have access through (5) rolling computer carts - shared throughout the school. This expansion of technology hardware is necessary for equitable access for students.
		Phase 3 (2014-2015) : Repair / Replacement of worn computers and projectors. Building upon existing resources. Expansion of hardware may be possible through grants/donations.
		Phase 4: (2015-2016) Repair / Replacement of worn computers and projectors. Building upon existing resources. Expansion of hardware may be possible through grants/donations.
	Budget:	2013-2014: Funds to cover classroom projectors. (Completed) and funds to cover chromebook purchase. 2014-2015: Funds to cover repair/replacement of worn computers and projectors (20% depreciation rate). 2015-2016: Funds to cover repair/replacement of worn computers and projectors. Approximately \$42,000
	Resources Needed:	Funding to cover the cost of 100 Chromebooks. Funding to cover repair / replacement costs for other computers in successive years (20% depreciation rate).
	Milestones:	2013-2014: Aquisition of necessary software and hardware to support transition to 21st Century Education. 2014-2015: Technology Coordinator will reassess current technology status, student population numbers, teacher technology needs, hardware and software needs, and any changing technology needs and report this status to Principal and Business Manager. 2015-2016: Technology Coordinator will reassess current technology status, student population numbers, teacher technology needs, hardware and software needs, and any changing technology needs and report this status to Principal and Business Manager.
Action #3:	Teachers will be trained to seek and share new digital resources that can be used in their classrooms to address the Idaho Core Standards.	
	Accountability:	Department chairs, ICS Leadership Team, Technology coordinator, Tech Team, and Principal.
	Completed:	January In-Service Day with ICS Leadership Team instructing teachers in small group setting - followed by the sharing of resources within departments and linking those resources to the Idaho Core Standards.
	Timeline:	2013-2014: INTRODUCTION. Introduce teachers to technology resources that they can use in their classes and for their preparation. Provide training throughout the year (during the scheduled profession development days and during the Thursday tech time after school) that lays out how to use the various tools out there for educators. Tech Coordinator will disseminate technology equitably and make available to teachers who want to incorporate technology during the school year. CDA Charter will support teachers who are seeking extra external training (seminars, workshops, etc. - i.e. Google Education App Festival on February 15, 2014). Discovery Education Idaho Core Academy members will be sharing lesson plans and authentic formative assessments developed throughout the course through Schoolnet at the School Content Level as concrete examples to share with other teachers. Atmosphere of trust and sharing created through the use of non-evaluative teacher walk-throughs of other teacher's classrooms on a volunteer basis. Tech team help available on a consistent and ongoing basis for all teachers who need technology support.

October 9, 2014

		<p>2014-2015: IMPLEMENTATION. Identify teachers who are successfully using technology and other web tools. Organize mini-lessons throughout the year, during Tech Team support meeting, scheduled Professional Development days, and in quarterly departmental meetings. Create a "best practices" documents/mini-workshop(s)/video recorded lessons on Moodle for teachers who are looking for new resources and tools to add to their repertoire. Continue pulling in new teachers to the "First Year" plan. Expansion of atmosphere of sharing/trust created through continued use of non-evaluative teacher walk-throughs of classrooms. Quarterly department meetings to discuss and share resources/best practices and to develop department wide assessments that will serve as data to drive instruction towards better student outcomes on the Smarter Balanced Assessment. Tech team help available on a consistent and ongoing basis for all teachers who need technology support. Tech team will also start to offer structured mini-lessons on topics that teachers identify as valuable to them.</p>
		<p>2015-2016: EXPANSION. Continuation and expansion of non-evaluative teacher walk-throughs and sharing of best practices / lessons that incorporate digital media. Expansion of "best practices" documents and Moodle mini-workshop(s) for teachers who are looking for new tools and resources to add to their repertoire. This will be conducted on several levels: school-wide, department-wide, and based on general interest. Tech Team will continue to provide support on a consistent basis for all teachers who need technology support. Tech team will continue to offer structured mini-lessons on topics that teachers identify as valuable to them.</p>
	Budget:	<p>Funds to pay for substitutes or time from administrators to cover teacher classes as teachers conduct non-evaluative walk throughs in other teacher's classes. Approximately \$2100</p>
	Resources Needed:	<p>Proper technology, staff who are willing to take a risk, non-evaluative tool for teacher walk-throughs (Success at the Core has non-evaluative walk-through forms) and support to retool lessons and to master the technology.</p>
	Milestones:	<p>Teachers will respond to quarterly qualitative surveys: indicating their needs and their interests regarding technology. This information will be collected by the Curriculum Director and disseminated to the Tech Team for action (such as the creation of mini-courses or specialized support focus) for teachers. This bi-yearly qualitative environmental survey will also be conducted by the ICS Leadership Cadre to collect data regarding teacher perceptions about taking risks, sharing best practices, and to identify areas in which environmental insecurities might need to be addressed. (Trust Matters - Megan Tschannen-Moran has these qualitative surveys and normed scales for analysis.)</p>

Topic #2: Development of Formative Tools for Teachers and the Sharing of Best Practices Regarding the Idaho Core Standards		
Goal(s):	Teachers will learn how to build an authentic assessment and administer it in their classroom in different ways. Teachers will learn how to analyze and interpret data gained from assessments to differentiate instruction to meet the needs of individual learners. Additionally, teachers will develop grade appropriate, school-wide assessments in core areas that are aligned to the Idaho Core Standards and SBAC which will be used to drive instruction as well. (More on this in SBAC strategies portion of this plan.)	
Action #1:	Incorporation of digital, real-time formative assessment and feedback tools.	
	Accountability:	Technology Coordinator, Technology Team, Department Heads, Principal.
	Timeline:	First Year: CURRENT PRACTICES. Introduce staff to the formative assessment tools already in place at CCA. Moodle and Respondus have test-making capability that provides instant student feedback. CCA has a clicker system that would also provide instant results. Also, there are some Smartboards on campus. Identify other tools that are already available, and train/retrain staff to effectively and efficiently use those tools in their own classrooms.
		Second Year: CURRENT AND NEW PRACTICES. Continue training fledgling staff to use CCA resources. Identify teachers who are using these tools with success to share their knowledge. Identify teachers who are using other tools (web or tangible tools) with success, and share those tools with staff through in-service time and/or during the Thursday Tech time after school.
		Third Year: NEW PRACTICES. While still training staff through the three stages (years) of our PD plan, continue to introduce new tools that are available. Compile comprehensive "best practices" documents and mini-workshops to share with teachers looking to expand their technology knowledge.
	Budget:	Additional laptops/chromebooks may be needed if the concurrent assessment group is larger than the available number of student-use devices. Current estimates are \$300/device for Chromebooks. There is currently no plan to purchase additional clickers. Currently aggregator software is free/open source. Approximately \$30,000 for 100 chromebooks
	Resources Needed:	Devices capable of recording and forwarding student responses, and a central response aggregator. We currently have a limited number of SMART student response devices and SMART assessment software installed on a few teacher computers. Additional student response devices are needed to make this more wide-spread. Moodle sites and School net exam creator can be used. Wider access to respondus test creator program for teachers.
	Milestones:	Quarterly departmental meetings to share success stories (or stories of struggle) with regard to the use of tools to create real time formative assessments. Department heads would include in the annual report the results of these meetings. In the teacher check-out meeting with the principal, teachers would discuss their attempts to use such tools and what they learned from this process. ICS Leadership Cadre will assess bi-annually to determine if the number of staff providing these types of assessments increases over time, whether student perception of the usefulness of these tools improves over time, and qualitative staff responses will be used to determine whether increased satisfaction with student outcomes is directly linked to the use of this type of feedback.
Action #2:	Develop Bi-Yearly Department-wide Assessments that mirror the skills required on the SBAC - to be administered via computer, incorporating digital media, and test skills necessary to be successful on the SBAC. The data from these assessments will be analyzed by each department to identify areas of strength and areas in need of improvement/growth.	

October 9, 2014

	Accountability:	Principal, ICS Leadership Cadre, Department Chairs, and Teachers within core subject areas.
	Timeline:	<p>First Year: (2014-2015) DEVELOPMENT of assessment tool. Within departments, teachers will work through the Idaho Core Standards - unpacking them as they work through them and identifying the required skills necessary to be successful on the SBAC. Teachers will work to develop grade level assessments for their departments (to be combined with the other departments at each grade level) for school-wide assessments.</p> <p>Second Year: (2015-2016) IMPLEMENTATION of the assessment tool and ANALYSIS of DATA. Data gained from the school-wide assessment tool will be used to drive instruction. Analysis (by department) of data will highlight areas of strength and areas that need improvement. That information will be used to adjust pacing, depth, and for teachers to develop cross-curricular lessons in which specifically targeted skills are reinforced across several courses and subject areas. More clarification/discussion of Idaho Core Standards and SBAC types of questions will be incorporated.</p> <p>Third Year: (2016-2017) NEEDS ASSESSMENT and FURTHER REVISION of the assessment tool based upon lessons learned from the student data received. Expansion of cross-curricular lessons based upon targeting of specific skills and on-going needs assessment. Successful strategies shared and pacing/depth adjusted within curriculum models where necessary for improvement.</p>
	Budget:	Cost of substitutes needed to cover classes for core subject area teachers while these quarterly department planning meetings occur. No cost for administration of exam as it will be completed during school hours with school personnel on a bi-annual basis. Pay for teachers to work grading the written portions of this exam. Approximately \$2100
	Resources Needed:	Quarterly department meetings will give us the time to gather within departments and to develop, implement, and revise a school wide assessment tool that will help to drive our instruction towards successfully addressing the skills required on the SBAC. Substitutes needed to cover teachers' classes while these department meetings occur. Additionally, some class time will be needed to administer these exams at the end of each semester. Training materials on the Idaho Core, SBAC question types/difficulty level (Webb DOK), and Authentic Assessment (Stiggins).
	Milestones:	2014-2015 School Year: Development of grade level appropriate end of semester assessments that are aligned to the Idaho Core Standards and mirror the types of skills required for success on the SBAC. 2015-2016: Implementation of this assessment. It will be administered at the end of the first semester and at the end of second semester. Analysis of the results will be completed at the department level within the quarterly departmental meetings to drive instruction within the classroom level. 2016-2017: Results from our in-house assessment will be compared to that of the SBAC exam, and further revision of the assessment tool will be completed within each department.

October 9, 2014

Topic #3: Differentiating Instruction for Success for all Students, Expanding Opportunities for High Achievers, Closing Achievement Gaps, and Creating Cross-Curricular Safety Nets for Students.		
Goal(s):	Our school has a foundational mission to foster a rigorous, content rich, college preparatory education for all students who are willing to accept the challenge. At Coeur d'Alene Charter Academy, our focus is to help our high-achieving student population progress to the maximum possible level, while still supporting our lower achieving population. We see technology as offering an opportunity to differentiate instruction so that we can offer more challenge to our students.	
Action #1:	Provide teachers with concrete examples of differentiated instruction that works within our school, give teachers access to the tools and information that can allow them to incorporate differentiated instructional techniques that they may not have seen yet, and provide teachers with access to the research behind these methodologies.	
	Accountability:	ICS Leadership Cadre, Teachers, and Principal.
	Timeline:	<p>2013-2014: Begin the process of finding concrete classroom examples where this is working effectively and utilize the examples created by our teachers in the Discover Education Idaho Core Standards course. Incorporate several of these examples within the planned professional development days and the quarterly department meetings. Illustrate in a concrete way how differentiation can improve learning outcomes at ALL academic levels.</p> <p>2014-2015: Produce a mini-course that will serve as a repository of these examples for teachers. Introduce apps and websites that offer teachers concrete examples and ways to differentiate within their own classrooms. Use Moodle training site as a repository for current theories in education that teachers can access. It will highlight the following subjects: Understanding by Design, Instructional Scaffolding, Taxonomy of Learning/Depth of Knowledge, Learning Modalities/Universal Design for Learning, Authentic Assessment, and Differentiated Instruction. We will encourage teachers to look through these mini-courses; knowing they will be required to provide a write up of their own differentiation during the following school year to the Principal.</p> <p>2015-2016: Require that ALL teachers provide one write-up describing and example of how they differentiate within their classrooms. These will be posted on the training course for other staff to learn from and possibly incorporate into their own classrooms. These examples, relevant educational theories and practices, and new research will be added to this site on an on-going basis by the Curriculum Director.</p>
	Budget:	No cost for training or implementation, and no cost for resources unless open-source resources are found not to be adequate.
	Resources Needed:	Bi-annual training on differentiated instruction during scheduled staff development days. Training materials that focus on Understanding by Design (Wiggins and McTighe), Instructional Scaffolding (Sawyer/Zygotzky) , Taxonomy of Learning (Bloom)/Depth of Knowledge (Webb), Learning Modalities (Dunn and Dunn/Gardner), Authentic Assessment (Stiggins) and Differentiated Instruction (Tomlinson).
	Milestones:	2013-2014: Curriculum Director will incorporate the teacher examples into the professional development days and the quarterly department meetings. Bi-annual mini-class will be conducted on differentiation; highlighting concrete strategies that work. 2014-2015: Curriculum Director will create a new Moodle course for teachers, will obtain and post training materials from the above listing, and will work with the Tech Team and Technology Coordinator to find new apps and websites available to teachers. 2015-2016: Curriculum Director will continue to post new teacher examples of differentiation within their classrooms and will maintain a digital "library" of educational materials for teachers to access on educational theory through our Moodle Online Learning Management System.

October 9, 2014

Topic #4: Developing Strategies that help students to succeed on the Smarter Balanced Assessment System		
Goal(s):	We wish to assess our students in a manner consistent with the testing that they will encounter on the SBAC. As such, our teachers will develop a grade appropriate, school-wide assessment to be implemented on a semester basis that is aligned with the Idaho Core Standards, incorporates digital media, and tests the skills that students need to demonstrate to be successful on the SBAC. The data that is gained from this testing will be analyzed within core subject area departments and used to drive our instructional programs - to focus on areas in need of improvement, provide a springboard for cross-curricular teaching of skills, and create a community that is focused on continuous improvement.	
Action #1:	The ICS Leadership Cadre members will participate in Professional Development to understand the characteristics of a balanced assessment system (both the content and item specifications of balanced assessment.)	
	Accountability:	ICS Leadership Cadre (Colleen Alves, Elisa Barry, Rob Bass, Virginia Hammond, Scott MacPhee, Heather Solsvik)
	Timeline:	October 2013 - March 2014. (6) Module Course through Discovery Education/Pearson.
	Budget:	N/A - Use of Schoolnet Phase II B grant funding to cover substitute fees and any applicable costs.
	Resources Needed:	Discovery Education Professional Development Specialist, Teacher computers and extension cords, and ICS Leadership Cadre members.
	Milestones:	1.) ICS Leadership Cadre will apply their understanding of the characteristics of a balanced assessment system to complete the District Comprehensive Balanced Professional Development and Assessment Plan. 2.) ICS Leadership Cadre will implement strategies to support teachers as they incorporate updated content and item specifications into daily instructional practice. ie. staff development days, during Tech team after school support sessions, and within the planned professional development academies. 3.) ICS Leadership Cadre will share this information in their respective quarterly department meetings for the purposes of developing assessments to drive instructional practices.
Action #2:	Determine technology needs related to online assessments and acquire the necessary computers for students to be able to complete the SBAC at our school site. (Computers that meet the specifications and requirements for the SBAC.)	
	Accountability:	Technology Coordinator & Business Manager.
	Timeline:	September 2013 - December 2013: Determine technology needs. January 2014: Acquire computers. April 2014: Prep computers for use/carts and begin implementation.
	Budget:	Cost of (100) Chromebooks - approximately \$30,000 depending on market trends.
	Resources Needed:	Technology Coordinator will work with Idaho State Department of Education and technology providers to choose appropriate computers for SBAC Testing and will work with Business Manager to acquire funding for this technology. ICS Leadership Team and Technology team will assist Technology Coordinator in processing computers and setting them up for student use.
	Milestones:	Completed purchase of enough computers for our students to be able to successfully take the SBAC at our school site.
Action #3:	Develop Bi-Yearly grade-appropriate department-driven assessments (in core subject matter areas) that mirror the skills required on the SBAC - to be administered via computer, incorporating digital media, and similar to the SBAC. The data from these assessments will be analyzed by each department to identify areas of strength and areas in need of improvement/growth.	

October 9, 2014

	Accountability:	Principal, ICS Leadership Cadre, Department chairs, and teachers within core subject areas.
	Timeline:	<p>2014-2015: DEVELOPMENT of the assessment tool. Within departments, teachers will work through the Idaho Core Standards - unpacking them as they work through them and identifying the required skills necessary to be successful on the SBAC. Teachers will work to develop grade level assessments for their departments (to be combined with the other departments at each grade level) for a school-wide assessment.</p> <p>2015-2016: IMPLEMENTATION of the assessment tool and ANALYSIS of DATA. Assessment to be given at the end of first semester and again at the end of second semester. Data gained from the school-wide assessment tool will be used to drive instruction. Analysis (by department) of data will show areas of strength and areas that need improvement. That information will be used to adjust pacing, depth, and for teachers to develop cross-curricular lessons in which specifically targeted skills are reinforced across several courses and subject areas. More clarification/discussion of Idaho Core Standards and SBAC types of questions will be incorporated.</p> <p>2016-2017: NEEDS ASSESSMENT and FURTHER REVISION of Assessment tool based upon lessons learned from the student data received. Expansion of cross-curricular lessons based upon skills targetting and needs assessment. Successful strategies shared and pacing/depth adjusted within curriculum models where necessary for improvement.</p>
	Budget:	Cost of substitutes needed to cover classes for core subject area teachers while these quarterly department planning meetings occur. (Already outlined under Section #2 of this plan.)
	Resources Needed:	Quarterly department meetings will give us the time to gather within departments and to develop, implement, and revise a school-wide assessment tool that will help to drive our instruction towards successfully addressing the skills required on the SBAC. Personnel will be needed to create the exam in a digital format. Substitutes needed to cover teachers' classes while these department meetings occur. Additionally, some class time will be needed to administer this exam at the end of each semester.
	Milestones:	2014-2015: Development of grade level-appropriate end-of-semester assessments that are aligned to the Idaho Core Standards and mirror the types of skills required for success on the SBAC. 2015-2016: Implementation of these assessments. They will be administered at the end of the first semester and at the end of second semester. Analysis of the results will be completed at the department level to drive instruction within the classroom level. 2016-2017: Results from our in-house assessment will be compared to that of the SBAC exam, and further revision of the assessment tool will be completed within each department.

October 9, 2014

Topic #5: Resident Training and Sharing - A formal process for sharing off-site training with teachers that were not able to attend the training themselves.									
Goal(s):	Produce an archive of training resources for all teachers. Produce a written process for sharing training received off-site with the rest of the teaching staff.								
Action #1:	Develop a Moodle Course to describe training available, resources associated with the training (handout, videos, links), and a forum for interaction between trainers and trainees.								
	Accountability:	Principal, Curriculum Director, and Technology Team							
	Timeline:	DESIGN/DEPLOY HARDWARE: May 5, 2014 - May 30, 2014: Establish the web resource (cloud-based). We will utilize our existing teacherweb server unless products needed simply will not run on that platform. In that case, we will look to lease Amazon AWS resources (or a similar cloud solution) and deploy the appropriate products on that virtual server.							
		PRE-POPULATE: June 2, 2014 - June 27, 2014: Populate the site with existing training resources, establish protocol for introducing and maintaining the training resources. The Technology Team will work with the Curriculum Director to compile the existing training resources and transfer them to the resource server. In the process, two to four team members will try different protocols for introducing new resources to the system and decide on the best process. This process will be documented and provided to all staff.							
		ONGOING: June 30, 2014 - and beyond: Introduce staff to the resources, solicit topics, and begin resource and training sharing. Summer training will include a session on the resource sharing site, the process for adding new content, and the process for editing existing content. The staff will then be pooled for additional resources they would like to have available and those able to provide the resources will be tasked with compiling and uploading the resources according to the accepted process.							
	Budget:	If we use our existing teacher curriculum server and the existing software (Moodle), there is no additional cost. However if we use a new tool or server, there may be a software purchase and/or license price. Where possible we will use free/open-source tools. Possible 3rd party tools: Elluminate, CamStudio, Educreations and any others that the team deems necessary based on staff requirements.							
	Resources Needed:	Staff Computers (laptops), Teacher curriculum server (teacherweb or leased server on Amazon AWS), Curriculum Director, and Technology Team.							
	Milestones:	April - May, 2014: Technology Team designs the resource sharing site.							
		June 2, 2014 - June 15, 2014: Technology Team defines the process/protocol for training topic and resource sharing and produces a document outlining how training resources are introduced and maintained.							
		June 15, 2014 - June 27, 2014: Technology Team pools existing training resources and pre-populates them into the site.							
		June 30, 2014 - and beyond: Technology Team introduces the site to the staff and solicits ideas for future training and additional existing training resources. Technology Team will incorporate the summer 2014 training sessions into the training site and will continue to maintain and update this site on an on-going basis.							

October 9, 2014

Three Year Professional Development Budget			
Budget Items	Quantity	Price Per Unit	Total Cost
Discovery Education Core Standards Academy	20	180	\$3,600
Google Apps for Education Festival - 5 Scholarships	5	150	750
Summer Institutes (Summer 2014 and Summer 2015)	30	250	7,500
Chromebooks	200	300	60,000
Replacement and Repairs 2yrs	40	300	12,000
Substitute Teachers	60	70	4,200
Total Budget			\$88,050

National Recognition

2007

The Center for Education Reform awarded The Coeur d'Alene Charter Academy "Charter School of the Year" recognition, placing it in the top one percent of charter schools in the nation.

2008

Newsweek – "America's Best High Schools", ranked 555 in the nation.

2009

Newsweek – "America's Best High Schools", ranked 266 in the nation.

Business Week – "Best Overall Academic Performance" among the high schools in the state of Idaho.

US News and World Report – "Gold Medal" High School, ranked as one of the nation's "100 Best High Schools".

2010

US News and World Report – "Gold Medal" High School, ranked 79th out of 18,743 U.S. high schools.

2011

Newsweek – "America's 100 Best High Schools", ranked 59th in the nation.

2012

Newsweek – "America's Best High Schools", ranked 1st in Idaho, 13th in the West and 67th in the nation.

US News and World Report – "Gold Medal" High School, ranked 1st in Idaho and 115th in the nation.

2013

Newsweek – "America's Best High Schools", ranked 1st in Idaho, 18th in the West and 89th in the nation.

The *Washington Post* – "2013 America's Most Challenging Schools", ranked 59th high school.

2014

The *Washington Post* – "2014 America's Most Challenging Schools", ranked 66th high school.

US News and World Report – "Gold Medal" High School, ranked 1st in Idaho and 47th in the nation.

Teacher Performance Evaluation

Purpose: The purpose of this evaluation is to identify the strengths and weaknesses in instruction, and, if necessary outline a plan for improvement.

Explanation of Ratings: **D** = Distinguished– The teacher exceeds the position requirements and takes the initiative in the development and implementation of challenging work goals.

P = Proficient – The teacher is doing a full, complete, and satisfactory job. Performance is what is expected of a fully qualified and experienced person in this position.

B = Basic – The teacher demonstrates a basic command of the skill, but not the level of proficiency necessary to maximize student learning. A *Plan of Assistance* will be developed by the administrator and the teacher for each area identified as basic.

U = Unsatisfactory – The teacher’s performance in this area is unacceptable and does not meet the professional standards of the Academy.

This teacher’s performance is , as defined above.

Teacher:

Grade/Subject:

Years Employed:

Evaluator: Dan Nicklay

Date:

Domain 1 – Planning and Preparation

- 1a: Demonstrates knowledge of content and pedagogy
- 1b: Demonstrates knowledge of student skills, knowledge, and special needs
- 1c: Sets instructional goals appropriate to class goals and student level
- 1d: Demonstrates knowledge of resources to aid learning and improve delivery
- 1e: Designs coherent instruction
- 1f: Assesses student learning effectively

Domain 2 – Learning Environment

- 2a: Creates an environment of respect and rapport

Evidence:

- 2b: Establishes a culture for learning with high expectations

Evidence:

- 2c: Manages classroom procedures to ensure efficient use of instructional time

Evidence:

- 2d: Manages student behavior to minimize disruptions

Evidence:

- 2e: Organizes physical space

Evidence:

Domain 3 – Instruction and Use of Assessment

- 3a: Communicates clearly and accurately—expectations, directions, explanations

Evidence:

3b: Uses questioning and discussion techniques to challenge and engage students

Evidence:

3c: Engages students in learning

Evidence:

3d: Provides feedback to students to aid in the learning process

Evidence:

3e: Demonstrates flexibility and responsiveness

Evidence:

3f: Uses assessment to inform instruction and improve student achievement

Evidence:

Domain 4 – Professional Responsibilities

4a: Reflects on teaching to improve instruction

4b: Maintains accurate records

4c: Communicates with families in a way that fosters cooperation and teamwork

4d: Contributes to the school and district

4e: Grows and develops professionally

4f: Shows professionalism, integrity, and ethical conduct

Upholds and enforces Academy policies and standards

Responds positively and professionally to directives and input from supervisors

Consistently meets contractual obligations and performs duties as assigned

Number of uniform violations in this class session

October 9, 2014

Evaluator's Comments:

Teacher's Response: (If additional space is needed, attach a separate sheet.)

Teacher: _____ Date: _____

Administrator: _____

October 9, 2014

APPENDIX



School District 271

District Administrative Center
1400 N. Northwood Center Court, Coeur d' Alene, ID 83814

OFFICE (208) 664-8241

FAX (208) 664-1748
www.cdaschools.org

September 5, 2014

Idaho Public Charter School Commission
Borah Building
304 N. 8th Street Room 242
Boise, ID 83702

To Whom It May Concern:

The Coeur d'Alene School District 271 hereby agrees to accept, store, and manage the student records contained at the Coeur d'Alene Charter Academy upon closure of the school. The Coeur d'Alene Charter Academy's current address is 4904 N. Duncan Drive, Coeur d'Alene, Idaho.

Sincerely,

Matthew J. Handelman
Superintendent

OUR MISSION...To provide every student an academically excellent education.

**Coeur d'Alene Charter Academy
M & O Fund History/Projection
FY 2012-2017**

9/3/2014

Beginning Enrollment	654		724		724		715		715		715	
Best 28 weeks ADA	612	0.9358	667	0.9213	668	0.9227	658	0.9203	658	0.9203	658	0.9203
State Funding per ADA	\$5,138		\$5,278		\$5,507		\$5,723		\$5,894		\$6,071	
	2012	% Tot Rev	2013	% Tot Rev	2014	% Tot Rev	2015	% Tot Rev	2016	% Tot Rev	2017	
Revenues:												
Local	\$ 131,988	3.9%	\$ 192,365	5.2%	\$ 189,602	4.9%	\$ 190,000	4.8%	\$ 190,000	4.7%	\$ 190,000	4.5%
Federal	94,660	2.8%		0.0%		0.0%		0.0%		0.0%		0.0%
State	3,144,185	93.3%	3,520,138	94.8%	3,678,807	95.1%	3,765,449	95.2%	3,878,412	95.3%	3,994,764	95.5%
Total Revenue	\$ 3,370,833	100.0%	\$ 3,712,503	100.0%	\$ 3,868,409	100.0%	\$ 3,955,449	100.0%	\$ 4,068,412	100.0%	\$ 4,184,764	100.0%
Expenditures:												
Salaries	\$ 2,147,358	63.7%	\$ 2,270,676	61.2%	\$ 2,314,468	59.8%	\$ 2,341,602	59.2%	\$ 2,411,850	59.3%	\$ 2,484,205	59.4%
Benefits	981,342	29.1%	932,061	25.1%	989,609	25.6%	1,059,652	26.8%	1,059,652	26.0%	1,059,652	25.3%
Services	162,984	4.8%	174,863	4.7%	167,647	4.3%	217,600	5.5%	218,000	5.4%	218,000	5.2%
Supplies	80,967	2.4%	75,885	2.0%	77,106	2.0%	98,500	2.5%	100,000	2.5%	100,000	2.4%
Capital Expenditures	34,979	1.0%	1,821	0.0%	32,357	0.8%	65,000	1.6%	65,000	1.6%	65,000	1.6%
Insurance	8,982	0.3%	8,982	0.2%	8,713	0.2%	9,000	0.2%	9,000	0.2%	9,000	0.2%
Debt Retirement	233,215	6.9%	239,566	6.5%	239,681	6.2%	241,000	6.1%	241,000	5.9%	241,000	5.8%
Total Expenditures	\$ 3,649,827	108.3%	\$ 3,703,854	99.8%	\$ 3,829,581	99.0%	\$ 4,032,354	101.9%	\$ 4,104,502	100.9%	\$ 4,176,857	99.8%
Other Sources/Uses:												
Contingency Reserve		0.0%		0.0%		0.0%	\$ -	0.0%	\$ -	0.0%		0.0%
Debt Increases	350,000	10.4%		0.0%		0.0%		0.0%		0.0%		0.0%
Fund Transfers-In		0.0%		0.0%	17,760	0.5%	10,000	0.3%	10,000	0.2%	10,000	0.2%
Fund Transfers-Out	(334,061)	-9.9%	(20,045)	-0.5%		0.0%		0.0%		0.0%		0.0%
Total Other Uses	\$ 15,939	0.5%	\$ (20,045)	-0.5%	\$ 17,760	0.5%	\$ 10,000	0.3%	\$ 10,000	0.2%	\$ 10,000	0.2%
Net Rev.,Exp,Other	\$ (263,055)	-7.8%	\$ (11,396)	-0.3%	\$ 56,588	1.5%	\$ (66,905)	-1.7%	\$ (26,090)	-0.6%	\$ 17,907	0.4%
Beginning Fund Bal.	1,112,841		849,786		838,390		894,978		828,073		801,983	
Ending Fund Balances	\$ 849,786		\$ 838,390		\$ 894,978		\$ 828,073		\$ 801,983		\$ 819,890	

Assumptions for 2016-17:

State Revenues rise 3% per year

Total Salaries rise 3% per year

All other line items remain at a flat rate (assumption based on no change in enrollment or inflation)

As an on-going entity of 15 years we can reasonably make these assumptions but are prepared to adjust for changes as our past has demonstrated

October 9, 2014

APPENDIX

COEUR D'ALENE CHARTER ACADEMY --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition				-	#DIV/0!		
100.415000	Earnings on Investments	5,000.00	5,000.00	6,075.87	(1,075.87)	122%	6,075.87	
100.417100	Admissions / Activities				-	#DIV/0!		
100.417200	Bookstore Sales				-	#DIV/0!		
100.417300	Clubs / Organization Dues, etc.				-	#DIV/0!		
100.417400	School Fees & Charges	58,250.00	126,250.00	119,694.13	6,555.87	95%	119,694.13	
100.417900	Other Student Revenue				-	#DIV/0!		
100.419100	Rentals	10,000.00	10,000.00	12,800.00	(2,800.00)	128%	12,800.00	
100.419200	Contributions/Donations	40,000.00	40,000.00	50,517.98	(10,517.98)	126%	50,517.98	
100.419900	Other Local Revenue			513.75	(513.75)	#DIV/0!	513.75	
100.431100	Base Support	2,859,285.00	2,859,285.00	3,092,993.42	(233,708.42)	108%	3,092,993.42	
100.431200	Transportation Support				-	#DIV/0!		
100.431400	Exceptional Child Support				-	#DIV/0!		
100.431600	Tuition Equivalency				-	#DIV/0!		
100.431800	Benefit Apportionment	394,706.00	394,706.00	421,355.55	(26,649.55)	107%	421,355.55	
100.431900	Other State Support	182,998.00	153,150.00	164,458.35	(11,308.35)	107%	164,458.35	
100.437000	Lottery / Addtl State Maintenance				-	#DIV/0!		
100.439000	Other State Revenue				-	#DIV/0!		
100.442000	Indirect Unrestricted Federal				-	#DIV/0!		
100.443000	Direct Restricted Federal				-	#DIV/0!		
100.445900	Other Indirect Restricted Federal				-	#DIV/0!		
100.460000	Transfers In	17,760.00	17,760.00	17,760.00	-	100%	17,760.00	
TOTAL GENERAL FUND REVENUES		\$3,567,999.00	\$3,606,151.00	\$3,886,169.05	(280,018.05)	108%	\$3,886,169.05	
EXPENDITURES								
100.512100	Elementary Salaries				-	#DIV/0!		
100.512200	Elementary Benefits				-	#DIV/0!		
100.512300	Elementary Purchased Services				-	#DIV/0!		
100.512400	Elementary Supplies				-	#DIV/0!		
100.512500	Elementary Capital Outlay				-	#DIV/0!		
100.512600	Elementary Debt Retirement				-	#DIV/0!		
100.512700	Elementary Insurance				-	#DIV/0!		
100.515100	Secondary Salaries	1,759,131.00	1,791,849.00	1,777,441.30	14,407.70	99%	1,777,441.30	
100.515200	Secondary Benefits	760,329.00	760,105.00	739,228.66	20,876.34	97%	739,228.66	
100.515300	Secondary Purchased Services	60,400.00	60,400.00	49,186.63	11,213.37	81%	49,186.63	
100.515400	Secondary Supplies	59,000.00	37,800.00	25,777.63	12,022.37	68%	25,777.63	
100.515500	Secondary Capital Outlay		35,000.00	32,357.45	2,642.55	92%	32,357.45	
100.515600	Secondary Debt Retirement				-	#DIV/0!		
100.515700	Secondary Insurance				-	#DIV/0!		
100.517100	Alternative School Program Salaries				-	#DIV/0!		

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.517200	Alternative School Program Benefits				-	#DIV/0!		
100.517300	Alternative School Program Purchased Services				-	#DIV/0!		
100.517400	Alternative School Program Supplies				-	#DIV/0!		
100.517500	Alternative School Program Capital Outlay				-	#DIV/0!		
100.517600	Alternative School Program Debt Retirement				-	#DIV/0!		
100.517700	Alternative School Program Insurance				-	#DIV/0!		
100.521100	Exceptional Child Salaries				-	#DIV/0!		
100.521200	Exceptional Child Benefits				-	#DIV/0!		
100.521300	Exceptional Child Purchased Services				-	#DIV/0!		
100.521400	Exceptional Child Supplies				-	#DIV/0!		
100.521500	Exceptional Child Capital Outlay				-	#DIV/0!		
100.521600	Exceptional Child Debt Retirement				-	#DIV/0!		
100.521700	Exceptional Child Insurance				-	#DIV/0!		
100.524100	Gifted and Talented Program Salaries				-	#DIV/0!		
100.524200	Gifted and Talented Program Benefits				-	#DIV/0!		
100.524300	Gifted and Talented Program Purchased Services				-	#DIV/0!		
100.524400	Gifted and Talented Program Supplies				-	#DIV/0!		
100.524500	Gifted and Talented Program Capital Outlay				-	#DIV/0!		
100.524600	Gifted and Talented Program Debt Retirement				-	#DIV/0!		
100.524700	Gifted and Talented Program Insurance				-	#DIV/0!		
100.531100	Interscholastic Program Salaries	60,900.00	60,900.00	47,200.00	13,700.00	78%	47,200.00	
100.531200	Interscholastic Program Benefits	12,259.00	12,259.00	6,022.61	6,236.39	49%	6,022.61	
100.531300	Interscholastic Program Purchased Services	22,500.00	22,500.00	19,832.75	2,667.25	88%	19,832.75	
100.531400	Interscholastic Program Supplies	1,000.00	1,000.00	897.15	102.85	90%	897.15	
100.531500	Interscholastic Program Capital Outlay				-	#DIV/0!		
100.531600	Interscholastic Program Debt Retirement				-	#DIV/0!		
100.531700	Interscholastic Program Insurance				-	#DIV/0!		
100.532100	School Activity Program Salaries				-	#DIV/0!		
100.532200	School Activity Program Benefits				-	#DIV/0!		
100.532300	School Activity Program Purchased Services				-	#DIV/0!		
100.532400	School Activity Program Supplies				-	#DIV/0!		
100.532500	School Activity Program Capital Outlay				-	#DIV/0!		
100.532600	School Activity Program Debt Retirement				-	#DIV/0!		
100.532700	School Activity Program Insurance				-	#DIV/0!		
100.541100	Summer School Program Salaries				-	#DIV/0!		
100.541200	Summer School Program Benefits				-	#DIV/0!		
100.541300	Summer School Program Purchased Services				-	#DIV/0!		
100.541400	Summer School Program Supplies				-	#DIV/0!		
100.541500	Summer School Program Capital Outlay				-	#DIV/0!		
100.541600	Summer School Program Debt Retirement				-	#DIV/0!		
100.541700	Summer School Program Insurance				-	#DIV/0!		

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COEUR D'ALENE CHARTER ACADEMY --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
Subtotals: Instruction		2,735,519.00	2,781,813.00	2,697,944.18	83,868.82	97%	2,697,944.18	
100.611100	Attendance-Guidance-Health Salaries	60,166.00	76,381.00	77,381.85	(1,000.85)	101%	77,381.85	
100.611200	Attendance-Guidance-Health Benefits	29,873.00	33,231.00	28,330.34	4,900.66	85%	28,330.34	
100.611300	Attendance-Guidance-Health Purchased Services				-	#DIV/0!		
100.611400	Attendance-Guidance-Health Supplies				-	#DIV/0!		
100.611500	Attendance-Guidance-Health Capital Outlay				-	#DIV/0!		
100.611600	Attendance-Guidance-Health Debt Retirement				-	#DIV/0!		
100.611700	Attendance-Guidance-Health Insurance				-	#DIV/0!		
100.616100	Special Services Program Salaries				-	#DIV/0!		
100.616200	Special Services Program Benefits				-	#DIV/0!		
100.616300	Special Services Program Purchased Services	5,000.00	5,000.00		5,000.00	0%		
100.616400	Special Services Program Supplies				-	#DIV/0!		
100.616500	Special Services Program Capital Outlay				-	#DIV/0!		
100.616600	Special Services Program Debt Retirement				-	#DIV/0!		
100.616700	Special Services Program Insurance				-	#DIV/0!		
100.621100	Instruction Improvement Salaries				-	#DIV/0!		
100.621200	Instruction Improvement Benefits				-	#DIV/0!		
100.621300	Instruction Improvement Purchased Services				-	#DIV/0!		
100.621400	Instruction Improvement Supplies				-	#DIV/0!		
100.621500	Instruction Improvement Capital Outlay				-	#DIV/0!		
100.621600	Instruction Improvement Debt Retirement				-	#DIV/0!		
100.621700	Instruction Improvement Insurance				-	#DIV/0!		
100.622100	Educational Media Salaries				-	#DIV/0!		
100.622200	Educational Media Benefits				-	#DIV/0!		
100.622300	Educational Media Purchased Services				-	#DIV/0!		
100.622400	Educational Media Supplies				-	#DIV/0!		
100.622500	Educational Media Capital Outlay				-	#DIV/0!		
100.622600	Educational Media Debt Retirement				-	#DIV/0!		
100.622700	Educational Media Insurance				-	#DIV/0!		
100.623100	Instruction-Related Technology Salaries				-	#DIV/0!		
100.623200	Instruction-Related Technology Benefits				-	#DIV/0!		
100.623300	Instruction-Related Technology Purchased Services				-	#DIV/0!		
100.623400	Instruction-Related Technology Supplies				-	#DIV/0!		
100.623500	Instruction-Related Technology Capital Outlay				-	#DIV/0!		
100.623600	Instruction-Related Technology Debt Retirement				-	#DIV/0!		
100.623700	Instruction-Related Technology Insurance				-	#DIV/0!		
100.631100	Board of Education Program Salaries				-	#DIV/0!		
100.631200	Board of Education Program Benefits				-	#DIV/0!		
100.631300	Board of Education Program Purchased Services				-	#DIV/0!		
100.631400	Board of Education Program Supplies				-	#DIV/0!		
100.631500	Board of Education Program Capital Outlay				-	#DIV/0!		
100.631600	Board of Education Program Debt Retirement				-	#DIV/0!		
100.631700	Board of Education Program Insurance				-	#DIV/0!		

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COEUR D'ALENE CHARTER ACADEMY --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.632100	District Administration Program Salaries				-	#DIV/0!		
100.632200	District Administration Program Benefits				-	#DIV/0!		
100.632300	District Administration Program Purchased Services				-	#DIV/0!		
100.632400	District Administration Program Supplies				-	#DIV/0!		
100.632500	District Administration Program Capital Outlay				-	#DIV/0!		
100.632600	District Administration Program Debt Retirement				-	#DIV/0!		
100.632700	District Administration Program Insurance				-	#DIV/0!		
100.641100	School Administration Program Salaries	212,241.00	222,572.00	222,571.86	0.14	100%	222,571.86	
100.641200	School Administration Program Benefits	104,693.00	104,833.00	101,679.71	3,153.29	97%	101,679.71	
100.641300	School Administration Program Purchased Services	49,000.00	49,000.00	24,583.61	24,416.39	50%	24,583.61	
100.641400	School Administration Program Supplies	11,000.00	11,000.00	7,894.05	3,105.95	72%	7,894.05	
100.641500	School Administration Program Capital Outlay				-	#DIV/0!		
100.641600	School Administration Program Debt Retirement				-	#DIV/0!		
100.641700	School Administration Program Insurance				-	#DIV/0!		
100.651100	Business Operation Program Salaries	105,171.00	109,703.00	109,702.86	0.14	100%	109,702.86	
100.651200	Business Operation Program Benefits	46,480.00	59,419.00	60,123.29	(704.29)	101%	60,123.29	
100.651300	Business Operation Program Purchased Services	7,100.00	7,100.00	7,018.00	82.00	99%	7,018.00	
100.651400	Business Operation Program Supplies	3,000.00	3,000.00	1,012.32	1,987.68	34%	1,012.32	
100.651500	Business Operation Program Capital Outlay				-	#DIV/0!		
100.651600	Business Operation Program Debt Retirement	1,000.00	1,000.00	850.42	149.58	85%	850.42	
100.651700	Business Operation Program Insurance				-	#DIV/0!		
100.655100	Central Service Program Salaries				-	#DIV/0!		
100.655200	Central Service Program Benefits				-	#DIV/0!		
100.655300	Central Service Program Purchased Services				-	#DIV/0!		
100.655400	Central Service Program Supplies				-	#DIV/0!		
100.655500	Central Service Program Capital Outlay				-	#DIV/0!		
100.655600	Central Service Program Debt Retirement				-	#DIV/0!		
100.655700	Central Service Program Insurance				-	#DIV/0!		
100.656100	Administrative Technology Service Salaries				-	#DIV/0!		
100.656200	Administrative Technology Service Benefits				-	#DIV/0!		
100.656300	Administrative Technology Service Purchased Services				-	#DIV/0!		
100.656400	Administrative Technology Service Supplies				-	#DIV/0!		
100.656500	Administrative Technology Service Capital Outlay				-	#DIV/0!		
100.656600	Administrative Technology Service Debt Retirement				-	#DIV/0!		
100.656700	Administrative Technology Service Insurance				-	#DIV/0!		
100.661100	Buildings - Care Program Salaries	77,578.00	84,144.00	80,170.04	3,973.96	95%	80,170.04	
100.661200	Buildings - Care Program Benefits	66,366.00	65,025.00	54,223.94	10,801.06	83%	54,223.94	
100.661300	Buildings - Care Program Purchased Services	65,500.00	65,500.00	56,964.16	8,535.84	87%	56,964.16	
100.661400	Buildings - Care Program Supplies	14,500.00	14,500.00	14,877.96	(377.96)	103%	14,877.96	
100.661500	Buildings - Care Program Capital Outlay				-	#DIV/0!		
100.661600	Buildings - Care Program Debt Retirement				-	#DIV/0!		
100.661700	Buildings - Care Program Insurance	9,000.00	9,000.00	8,713.00	287.00	97%	8,713.00	

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COEUR D'ALENE CHARTER ACADEMY --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.663100	Maintenance - Non-Student Occupied Salaries				-	#DIV/0!		
100.663200	Maintenance - Non-Student Occupied Benefits				-	#DIV/0!		
100.663300	Maintenance - Non-Student Occupied Purchased Services				-	#DIV/0!		
100.663400	Maintenance - Non-Student Occupied Supplies				-	#DIV/0!		
100.663500	Maintenance - Non-Student Occupied Capital Outlay				-	#DIV/0!		
100.663600	Maintenance - Non-Student Occupied Debt Retirement				-	#DIV/0!		
100.663700	Maintenance - Non-Student Occupied Insurance				-	#DIV/0!		
100.664100	Maintenance - Student Occupied Salaries				-	#DIV/0!		
100.664200	Maintenance - Student Occupied Benefits				-	#DIV/0!		
100.664300	Maintenance - Student Occupied Purchased Services	6,000.00	6,000.00	4,418.23	1,581.77	74%	4,418.23	
100.664400	Maintenance - Student Occupied Supplies				-	#DIV/0!		
100.664500	Maintenance - Student Occupied Capital Outlay				-	#DIV/0!		
100.664600	Maintenance - Student Occupied Debt Retirement				-	#DIV/0!		
100.664700	Maintenance - Student Occupied Insurance				-	#DIV/0!		
100.665100	Maintenance - Grounds Salaries				-	#DIV/0!		
100.665200	Maintenance - Grounds Benefits				-	#DIV/0!		
100.665300	Maintenance - Grounds Purchased Services	4,000.00	4,000.00	2,327.31	1,672.69	58%	2,327.31	
100.665400	Maintenance - Grounds Supplies				-	#DIV/0!		
100.665500	Maintenance - Grounds Capital Outlay				-	#DIV/0!		
100.665600	Maintenance - Grounds Debt Retirement				-	#DIV/0!		
100.665700	Maintenance - Grounds Capital Insurance				-	#DIV/0!		
100.667100	Security Program Salaries				-	#DIV/0!		
100.667200	Security Program Benefits				-	#DIV/0!		
100.667300	Security Program Purchased Services	2,500.00	2,500.00	2,376.50	123.50	95%	2,376.50	
100.667400	Security Program Supplies				-	#DIV/0!		
100.667500	Security Program Capital Outlay	20,000.00	20,000.00		20,000.00	0%		
100.667600	Security Program Debt Retirement				-	#DIV/0!		
100.667700	Security Program Insurance				-	#DIV/0!		
100.681100	Pupil-to-School Transportation Salaries				-	#DIV/0!		
100.681200	Pupil-to-School Transportation Benefits				-	#DIV/0!		
100.681300	Pupil-to-School Transportation Purchased Services				-	#DIV/0!		
100.681400	Pupil-to-School Transportation Supplies				-	#DIV/0!		
100.681500	Pupil-to-School Transportation Capital Outlay				-	#DIV/0!		
100.681600	Pupil-to-School Transportation Debt Retirement				-	#DIV/0!		
100.681700	Pupil-to-School Transportation Insurance				-	#DIV/0!		
100.682100	Pupil-Activity Transportation Salaries				-	#DIV/0!		
100.682200	Pupil-Activity Transportation Benefits				-	#DIV/0!		
100.682300	Pupil-Activity Transportation Purchased Services	5,000.00	5,000.00	940.00	4,060.00	19%	940.00	
100.682400	Pupil-Activity Transportation Supplies				-	#DIV/0!		
100.682500	Pupil-Activity Transportation Capital Outlay				-	#DIV/0!		
100.682600	Pupil-Activity Transportation Debt Retirement				-	#DIV/0!		
100.682700	Pupil-Activity Transportation Insurance				-	#DIV/0!		

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COEUR D'ALENE CHARTER ACADEMY --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.683100	General Transportation Salaries				-	#DIV/0!		
100.683200	General Transportation Benefits				-	#DIV/0!		
100.683300	General Transportation Purchased Services				-	#DIV/0!		
100.683400	General Transportation Supplies				-	#DIV/0!		
100.683500	General Transportation Capital Outlay				-	#DIV/0!		
100.683600	General Transportation Debt Retirement				-	#DIV/0!		
100.683700	General Transportation Insurance				-	#DIV/0!		
100.691100	Other Support Services Program Salaries				-	#DIV/0!		
100.691200	Other Support Services Program Benefits				-	#DIV/0!		
100.691300	Other Support Services Program Purchased Services				-	#DIV/0!		
100.691400	Other Support Services Program Supplies				-	#DIV/0!		
100.691500	Other Support Services Program Capital Outlay				-	#DIV/0!		
100.691600	Other Support Services Program Debt Retirement				-	#DIV/0!		
100.691700	Other Support Services Program Insurance				-	#DIV/0!		
Subtotals: Support Services		905,168.00	957,908.00	866,159.45	91,748.55	90%	866,159.45	
100.710100	Child Nutrition Salaries				-	#DIV/0!		
100.710200	Child Nutrition Benefits				-	#DIV/0!		
100.710300	Child Nutrition Purchased Services				-	#DIV/0!		
100.710400	Child Nutrition Supplies				-	#DIV/0!		
100.710500	Child Nutrition Capital Outlay				-	#DIV/0!		
100.710600	Child Nutrition Debt Retirement				-	#DIV/0!		
100.710700	Child Nutrition Insurance				-	#DIV/0!		
100.720100	Community Services Program Salaries				-	#DIV/0!		
100.720200	Community Services Program Benefits				-	#DIV/0!		
100.720300	Community Services Program Purchased Services				-	#DIV/0!		
100.720400	Community Services Program Supplies				-	#DIV/0!		
100.720500	Community Services Program Capital Outlay				-	#DIV/0!		
100.720600	Community Services Program Debt Retirement				-	#DIV/0!		
100.720700	Community Services Program Insurance				-	#DIV/0!		
100.730100	Enterprise Operations Program Salaries				-	#DIV/0!		
100.730200	Enterprise Operations Program Benefits				-	#DIV/0!		
100.730300	Enterprise Operations Program Purchased Services				-	#DIV/0!		
100.730400	Enterprise Operations Program Supplies		31,500.00	26,646.42	4,853.58	85%	26,646.42	
100.730500	Enterprise Operations Program Capital Outlay				-	#DIV/0!		
100.730600	Enterprise Operations Program Debt Retirement				-	#DIV/0!		
100.730700	Enterprise Operations Program Capital Insurance				-	#DIV/0!		
100.810300	Capital Assets - Student Occupied Purchased Services				-	#DIV/0!		
100.810400	Capital Assets - Student Occupied Supplies				-	#DIV/0!		
100.810500	Capital Assets - Student Occupied Capital Outlay				-	#DIV/0!		
100.811300	Capital Assets - Non-Student Occupied Purchased Services				-	#DIV/0!		
100.811400	Capital Assets - Non-Student Occupied Supplies				-	#DIV/0!		
100.811500	Capital Assets - Non-Student Occupied Capital Outlay				-	#DIV/0!		

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COEUR D'ALENE CHARTER ACADEMY --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.911500	Principal Capital Outlay				-	#DIV/0!		
100.911600	Principal Debt Retirement	150,000.00	159,000.00	152,509.48	6,490.52	96%	152,509.48	
100.912500	Interest Capital Outlay				-	#DIV/0!		
100.912600	Interest Debt Retirement	95,000.00	81,000.00	86,321.36	(5,321.36)	107%	86,321.36	
100.913500	Refunded Debt Capital Outlay				-	#DIV/0!		
100.913600	Refunded Debt - Debt Retirement				-	#DIV/0!		
Subtotals: Non-Instruction		245,000.00	271,500.00	265,477.26	6,022.74	98%	265,477.26	
100.920000	Transfers Out	350,918.00	292,520.00		292,520.00	0%		
100.950000	Contingency Reserve	140,800.00	140,800.00		140,800.00	0%		
Subtotals: Other		491,718.00	433,320.00	-	433,320.00	0%	-	
TOTAL GENERAL FUND EXPENDITURES		\$4,377,405.00	\$4,444,541.00	\$3,829,580.89	\$614,960.11	86%	\$3,829,580.89	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		(\$809,406.00)	(\$838,390.00)	\$56,588.16			\$56,588.16	
BEGINNING FUND BALANCE (July 1, 2013)		\$838,390.00	\$838,390.00	\$838,390.00			\$838,390.00	
CHANGES IN FUND BALANCE		(\$809,406.00)	(\$838,390.00)	\$56,588.16			\$56,588.16	
ENDING FUND BALANCE AS OF _____		\$28,984.00	\$0.00	\$894,978.16			\$894,978.16	

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COEUR D'ALENE CHARTER ACADEMY --- GENERAL 100 FUND

APPENDIX

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
REVENUE								
100.414100	Tuition				-	#DIV/0!		
100.415000	Earnings on Investments	5,000.00	5,000.00	-	5,000.00	0%	6,500.00	
100.417100	Admissions / Activities				-	#DIV/0!		
100.417200	Bookstore Sales				-	#DIV/0!		
100.417300	Clubs / Organization Dues, etc.				-	#DIV/0!		
100.417400	School Fees & Charges	99,000.00	99,000.00	-	99,000.00	0%	120,000.00	
100.417900	Other Student Revenue				-	#DIV/0!		
100.419100	Rentals	10,000.00	10,000.00	-	10,000.00	0%	13,000.00	
100.419200	Contributions/Donations	40,000.00	40,000.00	-	40,000.00	0%	50,000.00	
100.419900	Other Local Revenue				-	#DIV/0!	500.00	
100.431100	Base Support	2,994,367.00	2,994,367.00	-	2,994,367.00	0%	3,122,614.00	
100.431200	Transportation Support				-	#DIV/0!		
100.431400	Exceptional Child Support				-	#DIV/0!		
100.431600	Tuition Equivalency				-	#DIV/0!		
100.431800	Benefit Apportionment	407,825.00	407,825.00	-	407,825.00	0%	426,077.00	
100.431900	Other State Support	216,758.00	216,758.00	-	216,758.00	0%	216,758.00	
100.437000	Lottery / Addtl State Maintenance				-	#DIV/0!		
100.439000	Other State Revenue				-	#DIV/0!		
100.442000	Indirect Unrestricted Federal				-	#DIV/0!		
100.443000	Direct Restricted Federal				-	#DIV/0!		
100.445900	Other Indirect Restricted Federal				-	#DIV/0!		
100.460000	Transfers In	10,000.00	10,000.00	-	10,000.00	0%	10,000.00	
TOTAL GENERAL FUND REVENUES		\$3,782,950.00	\$3,782,950.00	\$0.00	3,782,950.00	0%	\$3,965,449.00	
EXPENDITURES								
100.512100	Elementary Salaries				-	#DIV/0!		
100.512200	Elementary Benefits				-	#DIV/0!		
100.512300	Elementary Purchased Services				-	#DIV/0!		
100.512400	Elementary Supplies				-	#DIV/0!		
100.512500	Elementary Capital Outlay				-	#DIV/0!		
100.512600	Elementary Debt Retirement				-	#DIV/0!		
100.512700	Elementary Insurance				-	#DIV/0!		
100.515100	Secondary Salaries	1,786,871.00	1,786,871.00	-	1,786,871.00	0%	1,786,871.00	
100.515200	Secondary Benefits	794,114.00	794,114.00	-	794,114.00	0%	789,310.00	
100.515300	Secondary Purchased Services	60,400.00	60,400.00	-	60,400.00	0%	53,400.00	
100.515400	Secondary Supplies	39,500.00	39,500.00	-	39,500.00	0%	39,500.00	
100.515500	Secondary Capital Outlay	35,000.00	35,000.00	-	35,000.00	0%	35,000.00	
100.515600	Secondary Debt Retirement				-	#DIV/0!		
100.515700	Secondary Insurance				-	#DIV/0!		
100.517100	Alternative School Program Salaries				-	#DIV/0!		

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COEUR D'ALENE CHARTER ACADEMY --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.517200	Alternative School Program Benefits				-	#DIV/0!		
100.517300	Alternative School Program Purchased Services				-	#DIV/0!		
100.517400	Alternative School Program Supplies				-	#DIV/0!		
100.517500	Alternative School Program Capital Outlay				-	#DIV/0!		
100.517600	Alternative School Program Debt Retirement				-	#DIV/0!		
100.517700	Alternative School Program Insurance				-	#DIV/0!		
100.521100	Exceptional Child Salaries				-	#DIV/0!		
100.521200	Exceptional Child Benefits				-	#DIV/0!		
100.521300	Exceptional Child Purchased Services				-	#DIV/0!		
100.521400	Exceptional Child Supplies				-	#DIV/0!		
100.521500	Exceptional Child Capital Outlay				-	#DIV/0!		
100.521600	Exceptional Child Debt Retirement				-	#DIV/0!		
100.521700	Exceptional Child Insurance				-	#DIV/0!		
100.524100	Gifted and Talented Program Salaries				-	#DIV/0!		
100.524200	Gifted and Talented Program Benefits				-	#DIV/0!		
100.524300	Gifted and Talented Program Purchased Services				-	#DIV/0!		
100.524400	Gifted and Talented Program Supplies				-	#DIV/0!		
100.524500	Gifted and Talented Program Capital Outlay				-	#DIV/0!		
100.524600	Gifted and Talented Program Debt Retirement				-	#DIV/0!		
100.524700	Gifted and Talented Program Insurance				-	#DIV/0!		
100.531100	Interscholastic Program Salaries	55,600.00	55,600.00	-	55,600.00	0%	55,600.00	
100.531200	Interscholastic Program Benefits	11,192.00	11,192.00	-	11,192.00	0%	11,192.00	
100.531300	Interscholastic Program Purchased Services	23,500.00	23,500.00	-	23,500.00	0%	23,500.00	
100.531400	Interscholastic Program Supplies	1,000.00	1,000.00	-	1,000.00	0%	1,000.00	
100.531500	Interscholastic Program Capital Outlay				-	#DIV/0!		
100.531600	Interscholastic Program Debt Retirement				-	#DIV/0!		
100.531700	Interscholastic Program Insurance				-	#DIV/0!		
100.532100	School Activity Program Salaries				-	#DIV/0!		
100.532200	School Activity Program Benefits				-	#DIV/0!		
100.532300	School Activity Program Purchased Services				-	#DIV/0!		
100.532400	School Activity Program Supplies				-	#DIV/0!		
100.532500	School Activity Program Capital Outlay				-	#DIV/0!		
100.532600	School Activity Program Debt Retirement				-	#DIV/0!		
100.532700	School Activity Program Insurance				-	#DIV/0!		
100.541100	Summer School Program Salaries				-	#DIV/0!		
100.541200	Summer School Program Benefits				-	#DIV/0!		
100.541300	Summer School Program Purchased Services				-	#DIV/0!		
100.541400	Summer School Program Supplies				-	#DIV/0!		
100.541500	Summer School Program Capital Outlay				-	#DIV/0!		
100.541600	Summer School Program Debt Retirement				-	#DIV/0!		
100.541700	Summer School Program Insurance				-	#DIV/0!		

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
Subtotals: Instruction		2,807,177.00	2,807,177.00	-	2,807,177.00	0%	2,795,373.00	
100.611100	Attendance-Guidance-Health Salaries	90,886.00	90,886.00	-	90,886.00	0%	90,886.00	
100.611200	Attendance-Guidance-Health Benefits	34,288.00	34,288.00	-	34,288.00	0%	34,288.00	
100.611300	Attendance-Guidance-Health Purchased Services				-	#DIV/0!		
100.611400	Attendance-Guidance-Health Supplies				-	#DIV/0!		
100.611500	Attendance-Guidance-Health Capital Outlay				-	#DIV/0!		
100.611600	Attendance-Guidance-Health Debt Retirement				-	#DIV/0!		
100.611700	Attendance-Guidance-Health Insurance				-	#DIV/0!		
100.616100	Special Services Program Salaries				-	#DIV/0!		
100.616200	Special Services Program Benefits				-	#DIV/0!		
100.616300	Special Services Program Purchased Services	5,000.00	5,000.00		5,000.00	0%	5,000.00	
100.616400	Special Services Program Supplies				-	#DIV/0!		
100.616500	Special Services Program Capital Outlay				-	#DIV/0!		
100.616600	Special Services Program Debt Retirement				-	#DIV/0!		
100.616700	Special Services Program Insurance				-	#DIV/0!		
100.621100	Instruction Improvement Salaries				-	#DIV/0!		
100.621200	Instruction Improvement Benefits				-	#DIV/0!		
100.621300	Instruction Improvement Purchased Services				-	#DIV/0!		
100.621400	Instruction Improvement Supplies				-	#DIV/0!		
100.621500	Instruction Improvement Capital Outlay				-	#DIV/0!		
100.621600	Instruction Improvement Debt Retirement				-	#DIV/0!		
100.621700	Instruction Improvement Insurance				-	#DIV/0!		
100.622100	Educational Media Salaries				-	#DIV/0!		
100.622200	Educational Media Benefits				-	#DIV/0!		
100.622300	Educational Media Purchased Services				-	#DIV/0!		
100.622400	Educational Media Supplies				-	#DIV/0!		
100.622500	Educational Media Capital Outlay				-	#DIV/0!		
100.622600	Educational Media Debt Retirement				-	#DIV/0!		
100.622700	Educational Media Insurance				-	#DIV/0!		
100.623100	Instruction-Related Technology Salaries				-	#DIV/0!		
100.623200	Instruction-Related Technology Benefits				-	#DIV/0!		
100.623300	Instruction-Related Technology Purchased Services				-	#DIV/0!		
100.623400	Instruction-Related Technology Supplies				-	#DIV/0!		
100.623500	Instruction-Related Technology Capital Outlay				-	#DIV/0!		
100.623600	Instruction-Related Technology Debt Retirement				-	#DIV/0!		
100.623700	Instruction-Related Technology Insurance				-	#DIV/0!		
100.631100	Board of Education Program Salaries				-	#DIV/0!		
100.631200	Board of Education Program Benefits				-	#DIV/0!		
100.631300	Board of Education Program Purchased Services				-	#DIV/0!		
100.631400	Board of Education Program Supplies				-	#DIV/0!		
100.631500	Board of Education Program Capital Outlay				-	#DIV/0!		
100.631600	Board of Education Program Debt Retirement				-	#DIV/0!		
100.631700	Board of Education Program Insurance				-	#DIV/0!		

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.632100	District Administration Program Salaries				-	#DIV/0!		
100.632200	District Administration Program Benefits				-	#DIV/0!		
100.632300	District Administration Program Purchased Services				-	#DIV/0!		
100.632400	District Administration Program Supplies				-	#DIV/0!		
100.632500	District Administration Program Capital Outlay				-	#DIV/0!		
100.632600	District Administration Program Debt Retirement				-	#DIV/0!		
100.632700	District Administration Program Insurance				-	#DIV/0!		
100.641100	School Administration Program Salaries	219,571.00	219,571.00	-	219,571.00	0%	219,571.00	
100.641200	School Administration Program Benefits	107,416.00	107,416.00	-	107,416.00	0%	107,416.00	
100.641300	School Administration Program Purchased Services	54,000.00	54,000.00	-	54,000.00	0%	36,000.00	
100.641400	School Administration Program Supplies	11,000.00	11,000.00	-	11,000.00	0%	9,000.00	
100.641500	School Administration Program Capital Outlay				-	#DIV/0!		
100.641600	School Administration Program Debt Retirement				-	#DIV/0!		
100.641700	School Administration Program Insurance				-	#DIV/0!		
100.651100	Business Operation Program Salaries	109,290.00	109,290.00	-	109,290.00	0%	109,290.00	
100.651200	Business Operation Program Benefits	64,916.00	64,916.00	-	64,916.00	0%	64,916.00	
100.651300	Business Operation Program Purchased Services	6,100.00	6,100.00	-	6,100.00	0%	6,100.00	
100.651400	Business Operation Program Supplies	3,000.00	3,000.00	-	3,000.00	0%	3,000.00	
100.651500	Business Operation Program Capital Outlay				-	#DIV/0!		
100.651600	Business Operation Program Debt Retirement	1,000.00	1,000.00	-	1,000.00	0%	1,000.00	
100.651700	Business Operation Program Insurance				-	#DIV/0!		
100.655100	Central Service Program Salaries				-	#DIV/0!		
100.655200	Central Service Program Benefits				-	#DIV/0!		
100.655300	Central Service Program Purchased Services				-	#DIV/0!		
100.655400	Central Service Program Supplies				-	#DIV/0!		
100.655500	Central Service Program Capital Outlay				-	#DIV/0!		
100.655600	Central Service Program Debt Retirement				-	#DIV/0!		
100.655700	Central Service Program Insurance				-	#DIV/0!		
100.656100	Administrative Technology Service Salaries				-	#DIV/0!		
100.656200	Administrative Technology Service Benefits				-	#DIV/0!		
100.656300	Administrative Technology Service Purchased Services				-	#DIV/0!		
100.656400	Administrative Technology Service Supplies				-	#DIV/0!		
100.656500	Administrative Technology Service Capital Outlay				-	#DIV/0!		
100.656600	Administrative Technology Service Debt Retirement				-	#DIV/0!		
100.656700	Administrative Technology Service Insurance				-	#DIV/0!		
100.661100	Buildings - Care Program Salaries	79,384.00	79,384.00	-	79,384.00	0%	79,384.00	
100.661200	Buildings - Care Program Benefits	52,530.00	52,530.00	-	52,530.00	0%	52,530.00	
100.661300	Buildings - Care Program Purchased Services	65,500.00	65,500.00	-	65,500.00	0%	60,500.00	
100.661400	Buildings - Care Program Supplies	16,000.00	16,000.00	-	16,000.00	0%	16,000.00	
100.661500	Buildings - Care Program Capital Outlay				-	#DIV/0!		
100.661600	Buildings - Care Program Debt Retirement				-	#DIV/0!		
100.661700	Buildings - Care Program Insurance	9,000.00	9,000.00	-	9,000.00	0%	9,000.00	

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.663100	Maintenance - Non-Student Occupied Salaries				-	#DIV/0!		
100.663200	Maintenance - Non-Student Occupied Benefits				-	#DIV/0!		
100.663300	Maintenance - Non-Student Occupied Purchased Services				-	#DIV/0!		
100.663400	Maintenance - Non-Student Occupied Supplies				-	#DIV/0!		
100.663500	Maintenance - Non-Student Occupied Capital Outlay				-	#DIV/0!		
100.663600	Maintenance - Non-Student Occupied Debt Retirement				-	#DIV/0!		
100.663700	Maintenance - Non-Student Occupied Insurance				-	#DIV/0!		
100.664100	Maintenance - Student Occupied Salaries				-	#DIV/0!		
100.664200	Maintenance - Student Occupied Benefits				-	#DIV/0!		
100.664300	Maintenance - Student Occupied Purchased Services	21,600.00	21,600.00	-	21,600.00	0%	21,600.00	
100.664400	Maintenance - Student Occupied Supplies				-	#DIV/0!		
100.664500	Maintenance - Student Occupied Capital Outlay				-	#DIV/0!		
100.664600	Maintenance - Student Occupied Debt Retirement				-	#DIV/0!		
100.664700	Maintenance - Student Occupied Insurance				-	#DIV/0!		
100.665100	Maintenance - Grounds Salaries				-	#DIV/0!		
100.665200	Maintenance - Grounds Benefits				-	#DIV/0!		
100.665300	Maintenance - Grounds Purchased Services	3,000.00	3,000.00	-	3,000.00	0%	3,000.00	
100.665400	Maintenance - Grounds Supplies				-	#DIV/0!		
100.665500	Maintenance - Grounds Capital Outlay	5,000.00	5,000.00		5,000.00	0%	5,000.00	
100.665600	Maintenance - Grounds Debt Retirement				-	#DIV/0!		
100.665700	Maintenance - Grounds Capital Insurance				-	#DIV/0!		
100.667100	Security Program Salaries				-	#DIV/0!		
100.667200	Security Program Benefits				-	#DIV/0!		
100.667300	Security Program Purchased Services	3,500.00	3,500.00	-	3,500.00	0%	3,500.00	
100.667400	Security Program Supplies				-	#DIV/0!		
100.667500	Security Program Capital Outlay	25,000.00	25,000.00		25,000.00	0%	25,000.00	
100.667600	Security Program Debt Retirement				-	#DIV/0!		
100.667700	Security Program Insurance				-	#DIV/0!		
100.681100	Pupil-to-School Transportation Salaries				-	#DIV/0!		
100.681200	Pupil-to-School Transportation Benefits				-	#DIV/0!		
100.681300	Pupil-to-School Transportation Purchased Services				-	#DIV/0!		
100.681400	Pupil-to-School Transportation Supplies				-	#DIV/0!		
100.681500	Pupil-to-School Transportation Capital Outlay				-	#DIV/0!		
100.681600	Pupil-to-School Transportation Debt Retirement				-	#DIV/0!		
100.681700	Pupil-to-School Transportation Insurance				-	#DIV/0!		
100.682100	Pupil-Activity Transportation Salaries				-	#DIV/0!		
100.682200	Pupil-Activity Transportation Benefits				-	#DIV/0!		
100.682300	Pupil-Activity Transportation Purchased Services	5,000.00	5,000.00	-	5,000.00	0%	5,000.00	
100.682400	Pupil-Activity Transportation Supplies				-	#DIV/0!		
100.682500	Pupil-Activity Transportation Capital Outlay				-	#DIV/0!		
100.682600	Pupil-Activity Transportation Debt Retirement				-	#DIV/0!		
100.682700	Pupil-Activity Transportation Insurance				-	#DIV/0!		

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.683100	General Transportation Salaries				-	#DIV/0!		
100.683200	General Transportation Benefits				-	#DIV/0!		
100.683300	General Transportation Purchased Services				-	#DIV/0!		
100.683400	General Transportation Supplies				-	#DIV/0!		
100.683500	General Transportation Capital Outlay				-	#DIV/0!		
100.683600	General Transportation Debt Retirement				-	#DIV/0!		
100.683700	General Transportation Insurance				-	#DIV/0!		
100.691100	Other Support Services Program Salaries				-	#DIV/0!		
100.691200	Other Support Services Program Benefits				-	#DIV/0!		
100.691300	Other Support Services Program Purchased Services				-	#DIV/0!		
100.691400	Other Support Services Program Supplies				-	#DIV/0!		
100.691500	Other Support Services Program Capital Outlay				-	#DIV/0!		
100.691600	Other Support Services Program Debt Retirement				-	#DIV/0!		
100.691700	Other Support Services Program Insurance				-	#DIV/0!		
Subtotals: Support Services		991,981.00	991,981.00	-	991,981.00	0%	966,981.00	
100.710100	Child Nutrition Salaries				-	#DIV/0!		
100.710200	Child Nutrition Benefits				-	#DIV/0!		
100.710300	Child Nutrition Purchased Services				-	#DIV/0!		
100.710400	Child Nutrition Supplies				-	#DIV/0!		
100.710500	Child Nutrition Capital Outlay				-	#DIV/0!		
100.710600	Child Nutrition Debt Retirement				-	#DIV/0!		
100.710700	Child Nutrition Insurance				-	#DIV/0!		
100.720100	Community Services Program Salaries				-	#DIV/0!		
100.720200	Community Services Program Benefits				-	#DIV/0!		
100.720300	Community Services Program Purchased Services				-	#DIV/0!		
100.720400	Community Services Program Supplies				-	#DIV/0!		
100.720500	Community Services Program Capital Outlay				-	#DIV/0!		
100.720600	Community Services Program Debt Retirement				-	#DIV/0!		
100.720700	Community Services Program Insurance				-	#DIV/0!		
100.730100	Enterprise Operations Program Salaries				-	#DIV/0!		
100.730200	Enterprise Operations Program Benefits				-	#DIV/0!		
100.730300	Enterprise Operations Program Purchased Services				-	#DIV/0!		
100.730400	Enterprise Operations Program Supplies	30,000.00	30,000.00	-	30,000.00	0%	30,000.00	
100.730500	Enterprise Operations Program Capital Outlay				-	#DIV/0!		
100.730600	Enterprise Operations Program Debt Retirement				-	#DIV/0!		
100.730700	Enterprise Operations Program Capital Insurance				-	#DIV/0!		
100.810300	Capital Assets - Student Occupied Purchased Services				-	#DIV/0!		
100.810400	Capital Assets - Student Occupied Supplies				-	#DIV/0!		
100.810500	Capital Assets - Student Occupied Capital Outlay				-	#DIV/0!		
100.811300	Capital Assets - Non-Student Occupied Purchased Services				-	#DIV/0!		
100.811400	Capital Assets - Non-Student Occupied Supplies				-	#DIV/0!		
100.811500	Capital Assets - Non-Student Occupied Capital Outlay				-	#DIV/0!		

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.911500	Principal Capital Outlay				-	#DIV/0!		
100.911600	Principal Debt Retirement	155,000.00	155,000.00	-	155,000.00	0%	155,000.00	
100.912500	Interest Capital Outlay				-	#DIV/0!		
100.912600	Interest Debt Retirement	85,000.00	85,000.00	-	85,000.00	0%	85,000.00	
100.913500	Refunded Debt Capital Outlay				-	#DIV/0!		
100.913600	Refunded Debt - Debt Retirement				-	#DIV/0!		
Subtotals: Non-Instruction		270,000.00	270,000.00	-	270,000.00	0%	270,000.00	
100.920000	Transfers Out	307,976.00	307,976.00		307,976.00	0%		
100.950000	Contingency Reserve	200,000.00	200,000.00		200,000.00	0%	-	
Subtotals: Other		507,976.00	507,976.00	-	507,976.00	0%	-	
TOTAL GENERAL FUND EXPENDITURES		\$4,577,134.00	\$4,577,134.00	\$0.00	\$4,577,134.00	0%	\$4,032,354.00	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		(\$794,184.00)	(\$794,184.00)	\$0.00			(\$66,905.00)	
BEGINNING FUND BALANCE (July 1, 2013)		\$894,978.00	\$894,978.00	\$894,978.00			\$894,978.00	
CHANGES IN FUND BALANCE		(\$794,184.00)	(\$794,184.00)	\$0.00			(\$66,905.00)	
ENDING FUND BALANCE AS OF _____		\$100,794.00	\$100,794.00	\$894,978.00			\$828,073.00	

Idaho Public Charter School Commission Charter Petition: Budget Assumptions

School Name: COEUR D'ALENE CHARTER ACADEMY

Revenue

Explanations Related to Key Revenue Line Items (required)

[Please insert rows as needed]

	WORST CASE BUDGET	LIKELY BUDGET	BEST CASE BUDGET	
Line Item	Amount	Amount	Amount	Assumptions / Details / Sources
State Support	3,618,950	3,765,449	3,800,000	Estimated enrollment & support units: Budget based on 700/39.13
Local Revenue (mostly student fees)	154,000	190,000	190,000	Opening day was 715 with a likely SU of 40.89
REVENUE TOTALS	3,772,950	3,955,449	3,990,000	

Expenses by Category & Budget

Staffing (required)

[Please insert rows as needed]

CERTIFIED STAFF	WORST CASE BUDGET		LIKELY BUDGET		BEST CASE BUDGET		
Classroom Teachers	FTE	Amount	FTE	Amount	FTE	Amount	Assumptions / Details / Sources
All grades	32	1,786,871	32	1,786,871	32	1,786,871	Same as last several years
Classroom Teacher Subtotals	32	1,786,871	32	1,786,871	32	1,786,871	Average Classroom Size: 25
Special Education	FTE	Amount	FTE	Amount	FTE	Amount	Assumptions / Details / Sources
Half-time SPED Teacher	.5	30,000	.5	30,000	.5	30,000	We will be an LEA for the first time this year but know from the past and current enrollment.
Special Education Subtotals		30,000		30,000		30,000	Anticipated % Special Education Students: less than 2%
Other Certified Staff	FTE	Amount	FTE	Amount	FTE	Amount	Assumptions / Details / Sources
Admin/Counselors	3.5	203,630	3.5	203,630	3.5	203,630	Same as last year
Other Certified Staff Subtotals	3.5	203,630	3.5	203,630	3.5	203,630	
CERTIFIED STAFF TOTALS	38	2,020,501	38	2,020,501	38	2,020,501	

October 9, 2014

CLASSIFIED STAFF	WORST CASE BUDGET		LIKELY BUDGET		BEST CASE BUDGET		
Position	FTE	Amount	FTE	Amount	FTE	Amount	Assumptions / Details / Sources
Clerical, Custodial, Aide staff	10	321,101	10	321,101	10	321,101	Same as last several years
CLASSIFIED STAFF TOTALS	10	321,101	10	321,101	10	321,101	

BENEFITS	WORST CASE BUDGET		LIKELY BUDGET		BEST CASE BUDGET		
Position	Rate	Amount	Rate	Amount	Rate	Amount	Assumptions / Details / Sources
All Full-time employees all benefits		1,064,456		1,064,456		1,059,652	No change in benefit structure
BENEFIT TOTALS							

Board of Directors (required)

[Please insert rows as needed]

	WORST CASE BUDGET	LIKELY BUDGET	BEST CASE BUDGET	
Item	Amount	Amount	Amount	Assumptions / Details / Sources
5 Board members	0	0	0	No \$ are spent on the BOD
BOARD TOTALS	0	0	0	

Educational Program / Curriculum (required)

[Please insert rows as needed]

	WORST CASE BUDGET	LIKELY BUDGET	BEST CASE BUDGET	
Item	Amount	Amount	Amount	Comments / Assumptions / Sources
Services	83,900	76,900	76,900	
Supplies & Assets	75,500	75,500	75,500	
EDUC PROGRAM TOTALS	159,400	152,400	152,400	

Technology (required)

[Please insert rows as needed]

October 9, 2014

	WORST CASE BUDGET	LIKELY BUDGET	BEST CASE BUDGET	
Item	Amount	Amount	Amount	Comments / Assumptions / Sources
Student use Chromebooks	35,000	35,000	35,000	Purchased during the summer/fall
Maintenance of existing tech	25,216	25,216	25,216	
TECHNOLOGY TOTALS	60,216	60,216	60,216	

Utilities (required if not provided w/ facilities information)

[Please insert rows as needed]

	WORST CASE BUDGET	LIKELY BUDGET	BEST CASE BUDGET	
Item	Amount	Amount	Amount	Comments / Assumptions / Sources
All buildings	65,000	60,000	55,000	Multiple years of experience in current buildings
UTILITIES TOTALS	65,000	60,000	55,000	

Facilities Details (required if not provided w/ facilities information)

[Please insert rows as needed]

	WORST CASE BUDGET	LIKELY BUDGET	BEST CASE BUDGET	
Item	Amount	Amount	Amount	Comments / Assumptions / Sources
UTILITIES TOTALS				

Furnishings (optional)

[Please insert rows as needed]

	WORST CASE BUDGET	LIKELY BUDGET	BEST CASE BUDGET	
Item	Amount	Amount	Amount	Comments / Assumptions / Sources
FURNISHINGS TOTALS				

Transportation (optional)

[Please insert rows as needed]

	WORST CASE BUDGET	LIKELY BUDGET	BEST CASE BUDGET	
Item	Amount	Amount	Amount	Comments / Assumptions / Sources
TRANSPORTATION TOTALS				

Other Expenses (optional)

[Please insert rows as needed]

	WORST CASE BUDGET	LIKELY BUDGET	BEST CASE BUDGET	
Item	Amount	Amount	Amount	Comments / Assumptions / Sources
FURNISHINGS TOTALS				

Narrative

[If there is any additional information that you feel will be valuable for us to know in reviewing any of your budgets, please provide it here.]

Expenses have not fluctuated much in the last 4 years. The only real factors that have had a material effect on the school's financial health are medical costs, state funding and enrollment. Of those, medical is the biggest problem. As everyone is aware, that continues to be a looming cloud. We have modified our plans in the past to approach those issues with the best possible outcome.

List of Attachments

Attachments

[Please insert rows as needed. List any attached documents related to the costs described above.]

Attachment Title	Brief Description	Notes or Considerations
PCSC Budget templates for 2014, 2015 Our Budget Actual/Projection 2012-2017		

CHARTER SCHOOL DASHBOARD**Date:** 09/03/2014

- **School Name:** COEUR D'ALENE CHARTER ACADEMY Current Year's Enrollment Projection = The enrollment projection you used prior to the start of this school year to develop you budget.
- Current Enrollment, Current ADA, and Current Waiting List = Your current, confirmed enrollment data (as of the time of submission of the dashboard)
- Previous Year's Enrollment and Previous Year's ADA= Your confirmed enrollment data for the previous school year (should align to your finalized numbers confirmed by the SDE)

School Address: 4904 N DUNCAN DR, COEUR D'ALENE, ID 83815**School Phone:** 208-676-1667**Current School Year:** 2014-15

School Mission: The Coeur d'Alene Charter Academy is dedicated to providing a rigorous, content-rich college-preparatory education to any students who are willing to accept the challenge.

CHARTER SCHOOL BOARD

Board Member Name	Office and Term	Skill Set(s)	Email	Phone
Paul Franz	Chairman November 2008 – November 2011 Appointed Chairman July 2010 November 2011-Present (term expires November 2014)	B.S. in Civil Engineering from University of Idaho (1983). General Manager at Interstate Concrete and Asphalt. Father of six children, four of whom have graduated from the Charter Academy.	Paul.franz@oldcastlematerials.com	769-9353
Bob Nelson	Vice Chairman/Secretary July 1999 – November 2003 November 2003 – November 2006 Appointed Vice Chairman August 2005 November 2006 – November 2009 November 2009 –	Retired educator. Parent of three successful adults, grandfather of seven. Honored to be part of an adventure which continues to enhance academic focus in public education.	bobandruthn@gmail.com	772-9677

October 9, 2014

	November 2012 November 2012 – November 2015			
Jennifer Brumley	Director December 2010 – November 2013 November 2013 – Present (term expires November 2016)	B.S. in Communications and teaching certificate in Speech and Journalism from University of Idaho (1996). Graduated from the University of Idaho School of Law in December 1998. Now works at Amedola Doty & Brumley, PLLC, specializing in family law.	jen@aadlawoffice.com	661-4208
Russ Helgeson	Director August 2013 – Present (term expires November 2016)	B.S. in Forest Engineering from University of Washington (1980). Since graduation has worked in the civil engineering field. Father to three children, all graduates of Coeur d'Alene Charter Academy with the oldest beginning the day the Academy opened its doors.	rhelgeson@frontier.com	661-1454
Amy Verhaeghe	Director October 2012 – November 2013 November 2013 – Present (term expires November 2016)	B.S. in Nursing from University of Washington (1987). Worked for many years in pediatric oncology and PICU. Values time with family. Involved as a parent volunteer for many years including PTO president and various fundraising roles. All three daughters have been attending Charter since sixth grade. Two have graduated and the third will	hoogen@roadrunner.com	661-7589

October 9, 2014

		graduate in May, 2015.		
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ENROLLMENT

Grade Level	Current Year's Enrollment Projection	Current Enrollment	Current ADA	Current Waiting List	Previous Year's Enrollment	Previous Year's ADA
K						
1						
2						
3						
4						
5						
6	162	162		21	160	149
7	135	138		27	129	119
8	125	123		15	126	116
9	95	91			104	96
10	85	85			76	70
11	55	70			59	54
12	43	46			70	64
TOTAL	700	715			724	668

STUDENT DEMOGRAPHICS

School Year	Hispanic (# and %)	Asian (# and %)	White (# and %)	Black (# and %)	American Indian (# and %)	LEP (# and %)	FRL (# and %)	Special Education (# and %)
Current	42 / 6%	28 / 4%	687 / 98%	3 / 0.4%	9 / 1.3%	0 / 0%	136 / 19%	12 / 1.7%
Previous								

FACULTY AND STAFF

Administrator Name(s): Daniel Nicklay
Administrator's Hire Date: August 2000
Administrator Email(s): dnicklay@cdacharter.org

Current Classified Staff (# FTE): 10

Current Faculty (# FTE): 37

EDUCATIONAL PROGRAM

Does your school have an active improvement plan in place / on file with the SDE? No

Does your school currently have a school improvement status with the SDE? No

If yes, please specify your school's status (Focus, Priority):

COMMENTS (optional)

Please describe any significant changes experienced by your school in the past year:

Three teacher retirements and three resignations resulted in the hiring of six new teachers.

October 9, 2014

Please describe the greatest successes experienced by your school in the past year:

In the 2013-14 school year, the Academy had six National Merit Scholarship semifinalists. The school was recognized by US News as the 47th best public high school in the nation.

Please describe any challenges you anticipate during the upcoming year:

The transfer of our charter from the local school district to the state Commission is presenting the greatest challenge.

Please add any additional information of which you would like to make your authorizer aware :

REQUIRED ATTACHMENT

- ☐ PCSC Budget Template, including budget actuals for most recent month-end, projections for remainder of current year, and the fiscal outlook for next year.

Coeur d'Alene Charter Academy
Certified Teacher Salary Index School Year 2014-15

Base 32,385 Standard

Grade	Level	MA						ES/DR*
		BA	BA+12	BA+24	BA+36	MA+12	MA+24	MA+36
0	Uncertified	31,750	31,750	31,750	31,750	31,750	31,750	31,750
	Standard	32,385	33,033	33,693	34,367	35,054	35,753	36,469
1	Deficient	32,385	33,033	33,693	34,367	35,054	35,753	36,469
	Standard	33,033	33,693	34,367	35,054	35,755	36,468	37,836
2	Deficient	33,033	33,693	34,367	35,054	35,755	36,468	37,836
	Standard	33,693	34,367	35,055	35,755	36,470	37,836	39,255
3	Deficient	33,693	34,367	35,055	35,755	36,470	37,836	39,255
	Standard	34,367	35,055	35,756	36,470	37,837	39,254	40,727
4	Deficient	34,367	35,055	35,756	36,470	37,837	39,254	40,727
	Standard	35,055	35,756	36,471	37,838	39,256	40,727	42,255
5	Deficient	35,055	35,756	36,471	37,838	39,256	40,727	42,255
	Standard	35,756	36,471	37,838	39,257	40,728	42,254	43,839
6	Deficient	35,756	36,471	37,838	39,257	40,728	42,254	43,839
	Standard	36,471	37,838	39,257	40,729	42,256	43,838	45,483
7	Deficient	36,471	37,838	39,257	40,729	42,256	43,838	45,483
	Standard	37,838	39,257	40,730	42,257	43,840	45,482	47,189
8	Deficient	37,838	39,257	40,730	42,257	43,840	45,482	47,189
	Standard	39,257	40,730	42,257	43,841	45,484	47,188	48,958
9	Deficient	39,257	40,730	42,257	43,841	45,484	47,188	48,958
	Standard	40,730	42,257	43,842	45,485	47,190	48,957	50,794
10	Deficient	40,730	42,257	43,842	45,485	47,190	48,957	50,794
	Standard	40,730	43,842	45,486	47,191	48,959	50,793	52,699
11	Deficient	40,730	43,842	45,486	47,191	48,959	50,793	52,699
	Standard	40,730	43,842	45,486	48,961	50,795	52,698	54,675
12	Deficient	40,730	43,842	45,486	48,961	50,795	52,698	54,675
	Standard	40,730	43,842	45,486	50,797	52,700	54,674	56,725
13	Deficient	40,730	43,842	45,486	50,797	52,700	54,674	56,725
	Standard	40,730	43,842	45,486	52,701	54,677	56,724	58,853

Additions:

Masters Degree = \$1795

Doctorate Degree = \$3595

Longevity > 15 years certified teaching = \$1020

The policy document "Certified Staff Salary Index" is an integral part of this index.

Support Staff (Classified) Salary Index

5/19/2014

Grade	Index		
	Class 1	Class 2	Class 3
0	19,282	19,282	25,750
1	19,860	20,053	26,523
2	20,456	20,855	27,318
3	21,070	21,690	28,138
4	21,702	22,557	28,982
5	22,353	23,460	29,851
6	23,024	24,398	30,747
7	23,714	25,374	31,669
8	24,426	26,389	32,619
9	25,159	27,444	33,598
10	25,159	28,542	34,606
11	25,159	29,684	35,644
12	25,159	30,871	36,713

Examples:

Front Office Secretary-Class 1

Custodian-Class 2

Admin. Asst., Board Clerk, etc.-Class 3

Class will be defined in the employee's job description.

Starting salary for new employees or employees changing job positions will be negotiated by the Principal or Business Manager. The salary will be no less than grade 0 and no more than grade 12 for the assigned class.

All Index amounts are based on full-time 261 day assignments.

Part-time or partial year assignments will be determined based on the appropriate hourly or daily fraction

Raises/change in grade will be determined by the Principal and Business Manager after the annual evaluations of the staff. Grade levels are not "years of service."

Once an employee reaches grade 12 they are no longer eligible for an increase in salary unless the Board of Directors approves a new index.

Nothing in this policy is intended to imply or create a guarantee or contractual right of employment or change in salary.

W/ LEADERSHIP & PROF DEV. STIPEND

Budget Benefits 2014-15		11.32			
5/19/2014		1.16			
	Salaries	Persi 12.48%	SS 7.65%	Wrk cmp .58/5.16%	
#515	1,705,217	212,811	130,449	9,890	
subs	30,000		2,295	174	
Bonus	28,458	3,552	2,177	165	34,352
Prof Dev Stipend	23,196	2,895	1,774	135	
#531	55,600	6,939	4,253	322	
		0	0	0	
#611	90,886	11,343	6,953	527	
Bonus	0	0	0	0	0
		0	0	0	
#641	142,744	17,814	10,920	828	
classified	76,827	9,588	5,877	446	
Bonus cert	0	0	0	0	0
Bonus non	0	0	0	0	0
#651	109,290	13,639	8,361	634	
Bonus	0	0	0	0	0
		0	0	0	
#661	79,384	9,907	6,073	4,096	
Bonus	0	0	0	0	0
	<u>2,341,602</u>	<u>288,488</u>	<u>179,133</u>	<u>17,217</u>	<u>34,352</u>
		0.123201095	0.0765	0.007352692	

484,838

2014 - 2015 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE

Rev Code

1	Number of Support Units - 2014 - 2015 (Best 28 Weeks ADA - Units)		37.70	
2	State Distribution Factor - Per Unit - 2014-2015	\$	22,401	
3	Entitlement (line 1 x line 2)	\$	844,523	
4	Salary Apportionment: 1st Reporting Period Units (From SBA Template)		39.13	
	Administrative Index		1.7418	
	Instructional Index		1.68349	
		\$	2,149,844	
5	Estimated Base Support (line 3 + line 4)	\$	2,994,367	431100
6	Add: Benefit Apportionment	\$	407,825	431800
7	Add: Approved Border Contracts	\$		431500
8	Add: Approved Exceptional Child Support	\$		431400
9	Add: Approved Tuition Equivalency	\$		431600
10	Add: Transportation Allowance	\$		431200
11	Adjustments	\$		
12	Total Estimated SDE State Support (lines 5 + 6 + 7 + 8 + 9 + 10 + 11)	\$	3,402,192	

Revenue in Lieu of Taxes:
(n/a for District Charters)

13.	Property Tax Replacement Money from State Tax Commission	\$		
	Total Revenue in Lieu of Taxes (line 13)		0	438000

*** RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION ***

School District Name:	Coeur d'Alene Charter Academy	School District Number:	491
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**Required Data Elements for Calculating Salary Based Apportionment
Include only staff paid from General Fund Money (code 10)
For Budgeting Purposes 2014-2015**

Charter Number	491	Charter Enters
Charter Name	Coeur d'Alene Charter	Charter Enters
Charter February Support Units	39.13	Units - from 1st Reporting Period Support Unit Calculation
Separate Secondary School Allowance	N/A	Applies to School Districts with one or more Separate Secondary Schools (9-12) (I.C. 33-1004 (5)(d))
Charter Staff Index - Administration	1.74180	From "Index - Admin" worksheet (tabs at bottom of this worksheet) or Charter enters
Charter Staff Index - Instructional	1.68349	From "Index - Instr" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Administration	2.00000	From "Index - Admin" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Instructional	33.48000	From "Index - Instr" worksheet (tabs at bottom of this worksheet) or Charter enters
Actual FTE - Noncertified	10.00000	Charter Enters
Actual Total Salary - Administration	\$142,744	Charter Enters
Actual Total Salary - Instructional	\$1,819,403	Charter Enters
Actual Total Salary - Noncertified	\$297,801	Charter Enters
Minimum adj to \$31,750	\$10,753	From "\$31,750 min" worksheet (tabs at bottom of this worksheet) or Charter enters

INSTRUCTIONS:

Blue Cells require data entry.

Red Cells contain formulas. You may elect to complete the appropriate worksheet or override by entering the data

SUGGESTION: If you choose to override one of the "RED" numbers, change the font color to "BLUE", thus indicating the cell is no longer a formula.

October 9, 2014

Idaho Department of Education
Basic Education Data System
Salary Based Apportionment and Benefit Apportionment Computation
2014-2015

FUNDING SOURCE: CODE 10
Charter 491 Coeur d'Alene Charter

Statewide Information: 2/15/2014
Statewide Administrative Staff Index 1.84559
Statewide Administrative Staff Index Cap 1.86643 100.00%
Statewide Instructional Staff Index 1.55896
Statewide Instructional Staff Index Cap 1.59092 100.00%
PERSI, FICA, MEDICARE Rate 18.97%

Charter School Information:
Charter School Administrative Staff Index 1.74180
Charter School Administrative Staff Index (adjusted for cap) 1.74180
Charter School Instructional Staff Index 1.68349
Charter School Instructional Staff Index (adjusted for cap) 1.68349
Charter School February Support Units: 39.13

	Staff Ratio	Calculated FTE	< 40 units then + 0.50	< 20 units then + 0.50	Separate Secondary School Allowance	Adjusted Staff Allowance	Actual FTE	Staff Allowance	Index	Base	Average Salary	Certified Preliminary Salary Based Apportionment
	a	(Units x a) b	c	d	e	(b + c + d + e) f	g	h	i	j	(i x j) k	(h x k) l
Administration	0.0750	2.93475				2.93475 col (b)	2.00000	2.93475 col (f)	1.74180	32,151	56,000.61	164,347.79
Instructional	1.1000	43.04300		N/A		43.04300 col (b)	33.48000	43.04300 col (f)	1.68349	23,354	39,316.23	1,692,288.49
Noncertified	0.3750	14.67375				14.67375	10.00000			19,249		
TOTAL:						60.65150	45.4800					

	Noncertified Preliminary Salary Based Apportionment	Salary Allocation for Beginning Instructional Staff FTE	Maximum Allowed Apportionment	Actual Total Salary	Salary Based Apportionment Eligible for Benefits	Benefit Apportionment	Virtual Allowance	Ancillary Allowance	Salary Based Apportionment Plus Waivers	Maximum Salary Based Apportionment	Salary Based Apportionment
	(f x j) m	(Min \$31,750) n	(l + m + n) o	p	Smaller: o or p q	q x 18.97% r	s	t	u	Col (o) v	Col(v) w
Administration			164,347.79	142,744						164,347.79	164,347.79
Instructional		10,753.00	1,703,041.49	1,819,403				N/A		1,703,041.49	1,703,041.49
Noncertified	282,455.01		282,455.01	297,801						282,455.01	282,455.01
TOTAL:			2,149,844.29	2,259,948	2,149,844.29	407,825.46					2,149,844.29

EXPERIENCE AND EDUCATION MULTIPLIER TABLE
ADMINISTRATIVE INDEX 2014-2015

Year	BA	BA+12	BA+24	MA	MA+12	MA+24	MA+36
				BA+36	BA+48	BA+60	ES/DR
0	1.00000	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730
1	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410
2	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260
3	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290
4	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510
5	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930
6	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550
7	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380
8	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430
9	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430	1.73710
10	1.39290	1.49930	1.55550	1.61380	1.67430	1.73710	1.80220
11	1.39290	1.49930	1.55550	1.61380	1.73710	1.80220	1.86980
12	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	1.93990
13 or more	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	2.01260

QUALIFYING FTE PLACEMENT

Year	BA	BA+12	BA+24	MA	MA+12	MA+24	MA+36
				BA+36	BA+48	BA+60	ES/DR
0							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13 or more				1.00000		1.00000	
TOTALS	-	-	-	1.00000	-	1.00000	-
					Actual FTE	TOTAL FTE	2.00000

FACTORED FTE PLACEMENT

				MA	MA+12	MA+24	MA+36
Year	BA	BA+12	BA+24	BA+36	BA+48	BA+60	ES/DR
0	-	-	-	-	-	-	-
1	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-
11	-	-	-	-	-	-	-
12	-	-	-	-	-	-	-
13 or more	-	-	-	1.61380	-	1.86980	-
TOTALS	-	-	-	1.61380	-	1.86980	-
					Administrative Index	FACTOR	3.48360
						INDEX	1.74180

EXPERIENCE AND EDUCATION MULTIPLIER TABLE
INSTRUCTIONAL INDEX 2014-2015

Year	BA	BA+12	BA+24	MA	MA+12	MA+24	MA+36
				BA+36	BA+48	BA+60	ES/DR
0	1.00000	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730
1	1.03750	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410
2	1.07640	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260
3	1.11680	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290
4	1.15870	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510
5	1.20220	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930
6	1.24730	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550
7	1.29410	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380
8	1.34260	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430
9	1.39290	1.44510	1.49930	1.55550	1.61380	1.67430	1.73710
10	1.39290	1.49930	1.55550	1.61380	1.67430	1.73710	1.80220
11	1.39290	1.49930	1.55550	1.61380	1.73710	1.80220	1.86980
12	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	1.93990
13 or more	1.39290	1.49930	1.55550	1.61380	1.73710	1.86980	2.01260

QUALIFYING FTE PLACEMENT

Year	BA	BA+12	BA+24	MA	MA+12	MA+24	MA+36
				BA+36	BA+48	BA+60	ES/DR
0				1.00000			
1							
2							
3							
4	1.00000						
5							1.00000
6			1.00000	2.00000			
7				1.00000			
8							
9				1.00000			
10	1.00000						
11							
12	1.00000			1.00000	1.00000		
13 or more	1.00000			4.00000	1.48000	9.00000	6.00000
TOTALS	4.00000	-	1.00000	10.00000	2.48000	9.00000	7.00000
				Actual FTE	TOTAL FTE	33.48000	

FACTORED FTE PLACEMENT

Year	BA	BA+12	BA+24	MA	MA+12	MA+24	MA+36
				BA+36	BA+48	BA+60	ES/DR
0	-	-	-	1.11680	-	-	-
1	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-
4	1.15870	-	-	-	-	-	-
5	-	-	-	-	-	-	1.49930
6	-	-	1.34260	2.78580	-	-	-
7	-	-	-	1.44510	-	-	-
8	-	-	-	-	-	-	-
9	-	-	-	1.55550	-	-	-
10	1.39290	-	-	-	-	-	-
11	-	-	-	-	-	-	-
12	1.39290	-	-	1.61380	1.73710	-	-
13 or more	1.39290	-	-	6.45520	2.57091	16.82820	12.07560
TOTALS	5.33740	-	1.34260	14.97220	4.30801	16.82820	13.57490
				Instructional Index	FACTOR	56.36331	
					INDEX	1.68349	

October 9, 2014

CALCULATING INSTRUCTIONAL SALARY ALLOCATION FOR BEGINNING TEACHERS

Instructional 2014-2015

Base \$23,354
Min \$31,750

Year	BA	BA+12	BA+24	MA	MA+12	MA+24	MA+36
				BA+36	BA+48	BA+60	ES/DR
0	-	-	-	1.00000	-	-	-
1	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-
4	1.00000	-	-	-	-	-	-
5	-	-	-	-	-	-	-
6	-	-	1.00000	-	-	-	-
7	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-

Year	BA	BA+12	BA+24	MA	MA+12	MA+24	MA+36
				BA+36	BA+48	BA+60	ES/DR
0	\$ 8,396	\$ 7,520	\$ 6,612	\$ 5,668	\$ 4,690	\$ 3,674	\$ 2,621
1	\$ 7,520	\$ 6,612	\$ 5,668	\$ 4,690	\$ 3,674	\$ 2,621	\$ 1,528
2	\$ 6,612	\$ 5,668	\$ 4,690	\$ 3,674	\$ 2,621	\$ 1,528	\$ 395
3	\$ 5,668	\$ 4,690	\$ 3,674	\$ 2,621	\$ 1,528	\$ 395	-
4	\$ 4,690	\$ 3,674	\$ 2,621	\$ 1,528	\$ 395	-	-
5	\$ 3,674	\$ 2,621	\$ 1,528	\$ 395	-	-	-
6	\$ 2,621	\$ 1,528	\$ 395	-	-	-	-
7	\$ 1,528	\$ 395	-	-	-	-	-
8	\$ 395	-	-	-	-	-	-

Year	BA	BA+12	BA+24	MA	MA+12	MA+24	MA+36
				BA+36	BA+48	BA+60	ES/DR
0	\$ -	\$ -	\$ -	\$ 5,668	\$ -	\$ -	\$ -
1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4	\$ 4,690	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6	\$ -	\$ -	\$ 395	\$ -	\$ -	\$ -	\$ -
7	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Total \$ 10,753

Charter Schools Only

Input Estimated Information

	Estimated Fall Enrollment	Estimated ADA First Period	Estimated ADA Best 28 Weeks
<u>Kindergarten Administrative</u>			
<u>Elementary Administrative</u>		92%	88%
Grades 1-3			
Grades 4-6	162	149.04	142.56
<u>Secondary Administrative</u>	538	494.96	473.44
Optional programs you may or may not have			
ALTERNATIVE HIGH SCHOOL			
Summer Alternative High School			
EXCEPTIONAL CHILD			
Number of Pre-school Students			
Hours and minutes of service per student per week			
Exceptional students eligible for tuition equivalency allowance			
Elementary			
Secondary			

Current Year Support Unit Calculation
Through reporting Period 1

ADMINISTRATIVE UNITS	A.D.A	Special Education	Adjusted A.D.A	Unit Divisor	Support Units
Kindergarten Administrative	0		0	÷ 0	= 0.00
Elementary Administrative equals 300 or more:					
Grades 1-3		-	0.00	÷ 0	= 0.00
Grades 4-6		-	0.00	÷ 0	= 0.00
Elementary Administrative less than 300:					
Grades 1-6	149.04	- 9.72	139.32	÷ 19	= 7.33
Secondary Administrative	494.96	- 29.59	465.37	÷ 16	= 29.09
Exceptional Education					
Exceptional Preschool					
Exceptional Elementary			9.72		
Exceptional Secondary			29.59		
Exceptional Education Total			39.31	÷ 14.5	= 2.71
ALTERNATIVE HIGH SCHOOL UNITS					
			0.00	÷ 0	= 0.00
			0.00	÷ 0	= 0.00
TOTAL Estimated Support Units (Round to nearest hundredth)				=	39.13

Current Year Support Unit Calculation
BEST 28 WEEKS

ADMINISTRATIVE UNITS

	<u>A.D.A</u>		<u>Special Education</u>		<u>Adjusted A.D.A</u>		<u>Unit Divisor</u>		<u>Support Units</u>
Kindergarten Administrative					0	÷	0	=	0.00
Elementary Administrative equals 300 or more:									
Grades 1-3		-		=	0.00	÷	0	=	0.00
Grades 4-6		-		=	0.00	÷	0	=	0.00
Elementary Administrative less than 300:									
Grades 1-6	142.56	-	9.72	=	132.84	÷	19	=	6.99
Secondary Administrative	473.44	-	29.59	=	443.85	÷	16	=	28.00 Minimum

EXCEPTIONAL CHILD UNITS

Preschool Approvals	
Elementary Approvals	9.72
Secondary Approvals	29.59
Total Exceptional A.D.A	39.31

ALTERNATIVE HIGH SCHOOL UNITS

0.00	÷	0	=	0.00
0.00	÷	0	=	0.00

TOTAL Estimated Support Units (Round to nearest hundredth) 37.70

C

BUDGET WORKSHEETS

ESTIMATING EXCEPTIONAL CHILD UNIT APPROVALS

% of
Total

ELEMENTARY

1.	Fall Enrollment, grades K-3	=	0.00	0.00%
2.	Fall Enrollment, grades 4-6 (Do not include border students)	=	162.00	100.00%
3.	Elementary exceptional students eligible for tuition equivalency allowance	=	0.00	
4.	Line 1 + Line 2 - Line 3	=	162.00	
5.	Line 4 x 6%	=	9.72	
6.	Line 3 + Line 5 = the number of elementary students approved for special education unit funding	=	9.72	
6.a	0.00% X 9.72 grades 1-3 Portion	=	0.00	
6.b	##### X 9.72 grades 4-6 Portion	=	9.72	

SECONDARY

7.	Fall enrollment for regular secondary students, grades 7-12 (Do not include alternative school, detention center, or border students)	=	538.00	
8.	Secondary exeptional students eligible for tuition equivalency allowance (other than juvenile detention center students)	=	0.00	
9.	Line 7 - line 8	=	538.00	
10.	Line 9 x 5.5%	=	29.59	
11.	Line 8 + line 10 = the number of secondary students approved for special education unit funding.	=	29.59	

PRESCHOOL

12.	Preschool Student Approvals			
a.	For <u>each</u> exceptional preschool student, total the number of hours and minutes <u>per week</u> of direct service; then divide by 16 hours. No student will be approved for more than 1 FTE			
b.	Total all Preschool FTE approvals Line 12(b) equals the number of preschool exceptional students approved for unit funding.	=	0.00	

PUBLIC SCHOOL SUPPORT UNIT (33-1002)

CALCULATION TABLES

COMPUTATION OF KINDERGARTEN SUPPORT UNITS

Average Daily Attendance	Attendance Divisor	Units Allowed
41 or more ...	40	1 or more as computed
31 - 40.99 ADA	-	1
26 - 30.99 ADA	-	0.85
21 - 25.99 ADA	-	0.75
16 - 20.99 ADA	-	0.6
8 - 15.99 ADA.	-	0.5
1 - 7.99 ADA..	-	count as elementary

COMPUTATION OF ELEMENTARY SUPPORT UNITS

Average Daily Attendance	Attendance Divisor	Minimum Units Allowed
300 or more ADA		15
	23... grades 4,5 & 6....	
	20... grades 1,2 & 3....	
160 to 299.99 ADA.	20	8.4
110 to 159.99 ADA.	19	6.8
71.1 to 109.99 ADA	16	4.7
51.7 to 71.0 ADA..	15..	4
33.6 to 51.6 ADA..	13..	2.8
16.6 to 33.5 ADA..	12..	1.4
1.0 to 16.5 ADA...	n/a...	1

COMPUTATION OF SECONDARY SUPPORT UNITS

Average Daily Attendance	Attendance Divisor	Minimum Units Allowed
750 or more.....	18.5.....	47
400 - 749.99 ADA	16.....	28
300 - 399.99 ADA	14.5.....	22
200 - 299.99 ADA	13.5.....	17
100 - 199.99 ADA	12.....	9
99.99 or fewer	Units allowed as follows:	
Grades 7-12	8
Grades 9-12	6
Grades 7-9	1 per 14 ADA
Grades 7-8	1 per 16 ADA

COMPUTATION OF EXCEPTIONAL EDUCATION SUPPORT UNITS

Average Daily Attendance	Attendance Divisor	Minimum Units Allowed
14 or more	14.5	1 or more ascomputed
12 -13.99	1
8 - 11.99.	0.75
4 - 7.99	0.5
1 - 3.99	0.25

COMPUTATION OF ALTERNATIVE SCHOOL
SECONDARY SUPPORT UNITS

Pupils in Attendance	Attendance Divisor	Minimum Units Allowed
12 or more	12	1 or more as computed

October 9, 2014

APPENDIX

Coeur d'Alene Charter Academy, Inc.
Balance Sheet All Funds
As of June 30, 2014

	M & O #100	Albertson #231	Technology #245	Cap. Constr. #410	Maintenance #425	Building Trst #715	Schlrshp Trst #716	Student Act. #750
ASSETS								
Cash	\$ 10,112	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investments bankcda	733,946							
Investments Mountain West	248,820							
Investments Inland Northwest	249,373							
Investments Washington Trst	250,000							
A/R M & O	62,358		3,671		11,647	90,686	35,795	98,741
A/R other	104							
TOTAL ASSETS	\$ 1,554,713	\$ -	\$ 3,671	\$ -	\$ 11,647	\$ 90,686	\$ 35,795	\$ 98,741
LIABILITIES & FUND BALANCES								
Liabilities:								
Accounts Payable	\$ 8,447	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interfund A/P	240,541							
Salaries & Benefits payable	352,795							
Interest & fees payable	2,571							
Deposits	52,460							
Total Liabilities	\$ 656,814	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fund Balances:								
Committed for Grants & Projects	\$ -	\$ -	\$ 3,671	\$ -	\$ 11,647	\$ 90,686	\$ 35,795	\$ 98,741
Assigned	897,899							
Unassigned								
Total Fund Balances	\$ 897,899	\$ -	\$ 3,671	\$ -	\$ 11,647	\$ 90,686	\$ 35,795	\$ 98,741
TOTAL LIAB. & FUND BALANCES	\$ 1,554,713	\$ -	\$ 3,671	\$ -	\$ 11,647	\$ 90,686	\$ 35,795	\$ 98,741

October 9, 2014

Coeur d'Alene Charter Academy, Inc.
M & O Fund (100)
Statement of Revenues, Expenditures, and Changes in Fund Balances
For the Period Ended June 30, 2014

	Last Year to Date	Year to Date	Budget	Left in Budget	% Left
Revenues:					
Local	\$ 192,365	\$ 189,602	\$ 181,250	\$ (8,352)	-4.6%
Special State Funding	170,995	164,458	153,150	(11,308)	-7.4%
State Base Support	3,349,143	3,514,349	3,253,991	(260,358)	-8.0%
Federal Funds				0	
Total Revenue	\$ 3,712,503	\$ 3,868,409	\$ 3,588,391	\$ (280,018)	-7.8%
Expenditures:					
Salaries	\$ 2,270,676	\$ 2,312,049	\$ 2,345,549	\$ 33,500	1.4%
Benefits	\$ 932,061	\$ 989,108	\$ 1,034,872	\$ 45,764	4.4%
Services:					
Professional/Tech	\$ 35,190	\$ 33,769	\$ 63,000	\$ 29,231	46.4%
Property Services	38,339	33,164	40,000	6,836	17.1%
Utilities	54,251	56,789	65,000	8,211	12.6%
Transportation	4,731	940	5,000	4,060	81.2%
Communications	8,783	10,279	10,000	(279)	-2.8%
Travel/Staff Dev.	653	4,208	4,000	(208)	-5.2%
Misc Services	32,916	28,498	40,000	11,502	28.8%
Total Services	\$ 174,863	\$ 167,647	\$ 227,000	\$ 59,353	26.1%
Supplies:					
Administrative	\$ 6,980	\$ 8,906	\$ 14,000	\$ 5,094	36.4%
General Classroom	18,987	14,080	23,000	8,920	38.8%
Extracurricular	1,046	897	1,000	103	10.3%
Food Service	0	26,646	31,500	4,854	15.4%
Maintenance	13,824	14,878	14,500	(378)	-2.6%
Science	3,788	4,706	5,000	294	5.9%
Testing	703	1,304	1,000	(304)	-30.4%
Textbook	30,557	5,688	8,800	3,112	35.4%
Total Supplies	\$ 75,885	\$ 77,105	\$ 98,800	\$ 21,695	22.0%
Capital Expenditures:					
A/V Computers	\$ -	\$ 31,382	\$ 35,000	\$ 3,618	
Furniture				0	
Maintenance/Bld. Imp.				0	#DIV/0!
Science	1,044	975		(975)	
Telcom/Security	777		20,000	20,000	100.0%
Total Capital	\$ 1,821	\$ 32,357	\$ 55,000	\$ 22,643	41.2%
Debt Retirement:					
Bankcda	\$ 238,651	\$ 238,831	\$ 240,000	\$ 1,169	0.5%
Bank/Escrow fees	915	850	1,000	150	15.0%
Total Debt Retire	\$ 239,566	\$ 239,681	\$ 241,000	\$ 1,319	0.5%
Property/Liability Ins.	\$ 8,982	\$ 8,713	\$ 9,000	\$ 287	3.2%
Total Expenditures	\$ 3,703,854	\$ 3,826,660	\$ 4,011,221	\$ 184,561	4.6%
Net Revenue/Expenses	\$ 8,649	\$ 41,749	\$ (422,830)	\$ (464,579)	
Other Sources/Uses					
Contingency Reserve	\$ -	\$ -	\$ (140,800)	\$ (140,800)	100.0%
Debt Increases				0	
Fund Transfers-In		17,760	17,760	0	
Fund Transfers-Out	(20,045)		(292,520)	(292,520)	
Total Other Uses	\$ (20,045)	\$ 17,760	\$ (415,560)	\$ (433,320)	
Net After Other Uses	\$ (11,396)	\$ 59,509	\$ (838,390)	\$ (897,899)	
Beginning FY Fund Bal.	849,786	838,390	838,390	0	
Ending Fund Balance	\$ 838,390	\$ 897,899	\$ -	\$ (897,899)	

October 9, 2014

Coeur d'Alene Charter Academy, Inc.
Statement of Fund Changes Idaho Technology Fund (245)
For the Period Ended June 30, 2014

	Last Year to Date		Year to Date		Budget		Left in Budget	% Left
Revenues:								
Local	\$	-	\$	-	\$	-	-	
State		30,722		48,075		45,417	(2,658)	-6%
Federal							0	
Other							0	
Total Revenue	\$	30,722	\$	48,075	\$	45,417	\$(2,658)	-6%
Expenditures:								
Tech Salaries	\$	8,500	\$	-	\$	-	-	#DIV/0!
Tech Benefits		1,639					0	#DIV/0!
A/V Computer Equip		13,973		23,614		24,714	1,100	4%
A/V Computer Supplies		5,326		8,088		8,000	(88)	-1%
							0	
							0	
							0	
							0	
							0	
							0	
Total Expenditures	\$	29,438	\$	31,702	\$	32,714	\$ 1,012	3%
Net Revenues/Exp.	\$	1,284	\$	16,373	\$	12,703	\$(3,670)	
Other Sources/Uses:								
Transfers-in	\$	-	\$	-	\$	-	-	
Transfers-out			\$	(17,760)	\$	(17,760)		
Total Other	\$	-	\$	(17,760)	\$	(17,760)	\$ -	
Net after Other Uses	\$	1,284	\$	(1,387)	\$	(5,057)	\$ (3,670)	
Beginning Fund Bal.		3,773		5,058		5,057	(1)	
Ending Fund Bal.	\$	5,057	\$	3,671	\$	-	\$(3,671)	

Coeur d'Alene Charter Academy, Inc.
Statement of Fund Changes Capital Construction Projects Fund (410)
For the Period Ended June 30, 2014

	Last Year to Date		Year to Date		Budget	Left in Budget	% Left
Revenues:							
Local	\$	-	\$	-	\$	-	0
State							0
Federal							0
Other							0
Total Revenue	\$	-	\$	-	\$	-	-
Expenditures:							
Building/Improvements	\$	-	\$	-	\$	206,547	\$ 206,547
Land/Improvements		10,660					0
Modulars							0
							0
							0
							0
							0
							0
							0
							0
Total Expenditures	\$	10,660	\$	-	\$	206,547	\$ 206,547
Net Revenues/Exp.	\$	(10,660)	\$	-	\$	(206,547)	\$ (206,547)
Other Sources/Uses:							
Transfers-in	\$	10,660	\$	-	\$	206,547	\$ 206,547
Transfers-out							
Total Other	\$	10,660	\$	-	\$	206,547	\$ 206,547
Net after Other Uses	\$	-	\$	-	\$	-	-
Beginning Fund Bal.							0
Ending Fund Bal.	\$	-	\$	-	\$	-	-

Coeur d'Alene Charter Academy, Inc.
Statement of Fund Changes School Facilities Maintenance Funds (425)
For the Period Ended June 30, 2014

	Last Year to Date		Year to Date		Budget		Left in Budget	% Left
Revenues:								
Local	\$	-	\$	14,027	\$	14,027	\$	-
State								0
Federal								0
Other								0
Total Revenue	\$	-	\$	14,027	\$	14,027	\$	-
Expenditures:								
Land Improvements	\$	-						0
Building Improvements		9,385		2,380		100,000		97,620
								98%
Total Expenditures	\$	9,385	\$	2,380	\$	100,000	\$	97,620
								98%
Net Revenues/Exp.	\$	(9,385)	\$	11,647	\$	(85,973)	\$	(97,620)
Other Sources/Uses:								
Transfers-in	\$	9,385	\$	-	\$	85,973	\$	85,973
Transfers-out								0
Total Other	\$	9,385	\$	-	\$	85,973	\$	85,973
Net after Other Uses	\$	-	\$	11,647	\$	-	\$	(11,647)
Beginning Fund Bal.								0
Ending Fund Bal.	\$	-	\$	11,647	\$	-	\$	(11,647)

October 9, 2014

Coeur d'Alene Charter Academy, Inc.
Statement of Fund Changes Building Trust Fund (715)
For the Period Ended June 30, 2014

	Last Year to Date	Year to Date	Budget	Left in Budget
<u>Revenues:</u>				
Rally:				
Donations	\$ 938	\$ 8,771	\$ 8,000	\$ (771)
Event Tickets	6,191	5,041	5,000	(41)
Fund-A-Need				0
Live Auction	1,650	1,410	1,500	90
Raffles	3,771	3,273	4,000	727
Silent Auction	2,344		2,200	2,200
Sponsorships	16,050	13,255	13,000	(255)
Total Rally/Auction	\$ 30,944	\$ 31,750	\$ 33,700	\$ 1,950
Capital Contributions	\$ 540	\$ 5,020	\$ -	\$ (5,020)
Earnings on Investments	182	261		(261)
Total Revenue	\$ 31,666	\$ 37,031	\$ 33,700	\$ (3,331)
<u>Expenditures:</u>				
Rally/Auction:				
Auctioneers/Other services	\$ 150	\$ -	\$ -	-
Bank credit card fees	170	154	200	46
Communications/Marketing	2,486	2,448	2,500	52
Décor/Props/Supplies	4,339	4,731	5,000	269
Food/Facilities	1,433	1,915	2,000	85
Sale Items	59			0
Total Rally/Auction	\$ 8,637	\$ 9,248	\$ 9,700	\$ 452
Other Expenses	\$ -	\$ -	\$ -	-
Donations to projects	5,844			0
Total Expenditures	\$ 14,481	\$ 9,248	\$ 9,700	\$ 452
Net Revenues/Exp.	\$ 17,185	\$ 27,783	\$ 24,000	
Beginning Fund Bal.	45,718	62,903	62,903	
Ending Fund Bal.	\$ 62,903	\$ 90,686	\$ 86,903	

October 9, 2014

Coeur d'Alene Charter Academy, Inc.
Statement of Fund Changes Scholarship Trust Fund (716)
For the Period Ended June 30, 2014

	Last Year to Date		Year to Date		Budget		Left in Budget
Revenues:							
Donations	\$	6,189	\$	3,255	\$	1,000	(2,255)
Earnings on Investmnts		113		102			(102)
							0
							0
Total Revenue	\$	6,302	\$	3,357	\$	1,000	\$(2,357)
Expenditures:							
Scholarships Awarded	\$	3,000	\$	6,500	\$	11,000	\$ 4,500
Contribution expense							0
Communications							0
							0
							0
							0
							0
							0
							0
							0
							0
Total Expenditures	\$	3,000	\$	6,500	\$	11,000	\$ 4,500
Net Revenues/Exp.	\$	3,302	\$	(3,143)	\$	(10,000)	\$(6,857)
Beginning Fund Bal.		35,636		38,938		38,938	0
Ending Fund Bal.	\$	38,938	\$	35,795	\$	28,938	\$(6,857)

October 9, 2014

Coeur d'Alene Charter Academy, Inc.
Schedule of Changes in Deposit Balances
Student Activity Funds (750)
For the Period Ended June 30, 2014

Activity	Cash 6/30/2013	Receipts	Disbursements	Cash 6/30/2014
Bookstore	\$ 2,206.20	\$ 743.70	\$ (590.00)	\$ 2,359.90
Miscellaneous	5,592.07	750.81	(674.59)	5,668.29
French	331.43	10.34	(341.06)	0.71
Soccer	3,357.03	3,585.64	(5,095.31)	1,847.36
Speech & Debate	789.06	977.77	(963.67)	803.16
Volleyball	3,927.89	5,219.20	(7,065.38)	2,081.71
Senior Class	3,305.06	3,061.10	(4,745.49)	1,620.67
Junior Class	1,570.40	0.00	0.00	1,570.40
Sophomore Class	222.65	0.00	0.00	222.65
Freshman Class	852.34	0.00	(62.44)	789.90
8th Grade	493.17	1,591.16	(1,505.28)	579.05
7th Grade	296.70	0.00	0.00	296.70
Key Club	690.70	0.00	0.00	690.70
International travel	2,726.09	6,546.95	(2,946.09)	6,326.95
ASB	1,109.39	3,331.20	(2,625.38)	1,815.21
Academic Team	669.86	195.52	(359.93)	505.45
Chess Club	300.04	205.45	(57.50)	447.99
Choir	7,805.59	13,505.53	(12,506.44)	8,804.68
Civics programs	279.07	4,527.72	(4,806.79)	0.00
Latin	129.67	0.00	0.00	129.67
Spanish	832.91	0.00	0.00	832.91
Science Clubs	786.04	0.00	0.00	786.04
Jrnsn/Yearbook	15,532.75	28,334.10	(30,951.59)	12,915.26
NHS	379.32	879.24	(967.62)	290.94
6th Grade	0.00	4,790.00	(4,332.00)	458.00
Band	15,137.57	49,233.54	(35,425.79)	28,945.32
Basketball	1,175.47	4,244.05	(5,193.77)	225.75
Writing Sympos.	596.39	2,246.67	(2,134.55)	708.51
X-Country/Track	904.25	3,953.60	(4,306.89)	550.96
Girls Basketball	916.44	3,332.22	(3,842.87)	405.79
Drama	4,369.35	9,889.20	(9,610.73)	4,647.82
Wash DC trips	165.68	5,105.09	(5,284.55)	(13.78)
Staff Sunshine	578.47	214.17	(351.73)	440.91
Tennis	992.22	1,827.26	(1,291.29)	1,528.19
Trail Creek	5,385.72	15,503.00	(16,771.60)	4,117.12
French Trip	688.07	0.00	(688.07)	0.00
P & C LeBlanc	5,000.00	0.00	0.00	5,000.00
Region 1	0.00	340.00	0.00	340.00
Totals	\$ 90,095.06	\$ 174,144.23	\$ (165,498.40)	\$ 98,740.89

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this _____ day of _____ 2014, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Coeur d’Alene Charter Academy (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Law.”)

RECITALS

WHEREAS, in 1999, Coeur d’Alene School District #271 approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 1999; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

WHEREAS, on _____, 2014, the Authorizer, Coeur d’Alene School District #271, and the School agreed to a transfer of the School’s performance certificate and charter to the Authorizer;

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the “Certificate”). The approved Charter is attached to this Certificate as Appendix B.
- B. Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions (“Pre-Opening Requirements”) to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in 1999. In the event that all pre-opening conditions have not

been completed to the satisfaction of the Authorizer, the School may not commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20 to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

- C. Term of Agreement.** This Certificate is effective as of [REDACTED], and shall continue through June 30, 2017, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a board (the “Charter Board”) in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the “Articles and Bylaws”). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the “Board Roster”). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: The Coeur d’Alene Charter Academy is dedicated to providing a rigorous, content-rich, college-preparatory education to any students who are willing to accept the challenge.
- B. Grades Served.** The School may serve students in grades six through twelve.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
All students will receive a rigorous college-preparatory education, which, in addition to fulfilling state graduation requirements, will also include:

- two credits of Latin (8th grade),
- four credits of foreign language,
- four years of high school math,
- Ancient History and Literature,
- European History and Literature,
- and opportunities to take advance placement and dual enrollment courses for concurrent college credit.

- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.
- C. Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the

Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

- F. Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- G. Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.
- H. Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this Certificate are attached as Appendix G.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 812 students. For purposes of the enrollment lottery, the School's board of directors will establish overall and per-grade enrollment caps on an annual basis. The board will set these caps no later than two months before the school's lottery application deadline and will post them on the school's website within five days of the vote that establishes the annual caps.
- C. Enrollment Policy.** The School shall make student recruitment, admissions, enrollment

and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.

- D. School Facilities.** 4904 N. Duncan Drive, Coeur d'Alene, ID 83815. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.
- E. Attendance Area.** The School's primary attendance area is as follows: Kootenai County, Idaho.
- F. Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.
- B. Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.

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

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- C. Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.
- D. Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

- A. No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

October 9, 2014

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective _____, 2014.

Chairman, Idaho Public Charter School Commission

Chair, Coeur d'Alene Charter Academy Board

Appendix A: Conditions of Authorization/Renewal

Appendix B: Charter

Appendix C: Pre-Opening Requirements

Appendix D: Articles of Incorporation and Bylaws

Appendix E: Board Roster

Appendix F: School Performance Framework

Appendix G: Authorizer Policies

Appendix H: Enrollment Policy

Appendix I: Public Charter School Closure Protocol

October 9, 2014

Coeur d'Alene Charter Academy

Date

No conditions of authorization or renewal are applicable.

October 9, 2014

If Coeur d'Alene Academy's transfer petition is approved, a copy of the school's then approved charter (clean, with no legislative formatting) will be inserted into the school's performance certificate as Appendix B.

October 9, 2014

October 9, 2014

**Idaho Public Charter School Commission
Pre-Opening Requirements for Newly Approved Public Charter Schools**

Requirement	Description	Submit To	Deadline	Notes
New Charter School Bootcamp	Attend training session with SDE; provide proof of attendance.	PCSC	May 31	The bootcamp will generally be held in March or April. Proof of attendance is due by May 31.
Pre-Opening Dashboard	Complete the dashboard; include in Pre-Opening Update materials.	PCSC	May 31	All Pre-Opening Update items will be due according to the meeting materials deadline, but no later than May 31.
Enrollment Report	Report of students who have accepted enrollment, per grade and total. Include in the Pre-Opening Dashboard as a part of the Pre-Opening Update materials.	PCSC	May 31	
Facilities Report	Update the Facility Template; include in Pre-Opening Update materials.	PCSC	May 31	
Updated Pre-Opening Timeline	Update the Pre-Opening Timeline; include in Pre-Opening Update materials.	PCSC	May 31	
School Calendar	Prepare school calendar for SDE; provide copy for PCSC.	SDE, PCSC	May 31	
Charter School Advance Payment Request		SDE	June 1	
Advance Payment Request - Transportation		SDE	June 15	
Consolidated Federal and State Grant Application	If the school intends to have a Title I program or receive Title I, II, or III funds, this application must be submitted to the SDE.	SDE	June 30	Not applicable for schools not intending to have a Title I program
Budget	Finalize the year-one budget and submit to SDE per SDE instructions and format; provide a copy to the PCSC.	SDE, PCSC	July 15	
Updated 1 st Year Cash Flow	Update the 1 st Year Cash Flow based on the finalized budget.	PCSC	July 15	
Facilities Confirmation	Update the Facility Template for the school's confirmed facility and submit documentation.	PCSC	July 15	This final facilities update should demonstrate the school's ability to open per its proposed schedule.
Education Directory Updates		SDE	July 30	
School Policies – LEP & GT	Submit updated plans to provide services to Limited English Proficient (LEP / ELL) and Gifted and Talented (GT) students.	SDE, PCSC	July 31	Plans should be detailed and well-tailored to the school and its educational program.
Policy Manual	School should submit a draft policy manual that outlines critical policies and procedures for the board and school operations.	PCSC	July 31	
Special Education Assurances	Details available from the SDE and/or in the Charter School Special Ed Primer	SDE	Before 1 st day of instruction	
Final Board & Staff Roster	A final roster of board and staff with names, titles, and contact information should be submitted.	PCSC	August 31	

In addition to the above requirements, the school must submit applicable information / documents as outlined in the ID State Department of Education's Data Acquisition Calendar.

October 9, 2014

October 9, 2014

FILED

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ARTICLES OF INCORPORATION

OF

98 AUG 14 AM 11:03

SECRETARY OF STATE
STATE OF IDAHO

COEUR D'ALENE CHARTER ACADEMY, INC.

SECRETARY OF STATE
STATE OF IDAHO

The Articles of Incorporation of COEUR D'ALENE CHARTER ACADEMY, INC., a non-for-profit corporation, are hereby stated:

ARTICLE I

NAME

The name of the Corporation (hereinafter called the "corporation") is COEUR D'ALENE CHARTER ACADEMY, INC.

IDAHO SECRETARY OF STATE

ARTICLE II

DURATION

08/11/1998 09:00
CK: 6483 CT: 2990 BH: 135786

1 @ 30.00 = 30.00 INC NONP

The corporation shall exist perpetually.

ARTICLE III

PURPOSES AND POWERS OF THE CORPORATION

This corporation does not contemplate the distribution of dividends to its Directors. The specific primary purposes for which it is formed are as follows:

3.1 To operate a charter school in accordance with the charter school laws of the State of Idaho.

3.2 To do and engage in any and all lawful activities that may be incidental or reasonably necessary to any of the foregoing purposes, and to have and exercise all other powers and authority now or hereafter conferred upon a non-for-profit organization.

PROVIDED, that in all events and under all circumstances, and notwithstanding merger, consolidation, reorganization, termination, dissolution or winding up of this corporation, voluntary or

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October 9, 2014

involuntary or by operation of law, the following provisions shall

apply:

1. This corporation shall never be operated for the primary purpose of carrying on a trade or business for profit.

2. No part of the net earnings shall inure to the benefit of or be distributable to its Directors, trustees, officers, members or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this Article III.

3. The powers and purposes of this corporation shall, at all times, be so construed and limited as to enable this corporation to qualify as a non-for-profit organization, and existing under Chapter 3, Title 30 of the Idaho Code, and it shall have all power and authority as set forth in Section 30-3-24 of Idaho Code, and all other applicable sections of the Idaho Code.

Upon the dissolution of this Corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code (or corresponding section of any future tax code), or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed by the Court of common pleas of the county in which the principal office of the organization is then located, exclusively for such

October 9, 2014

purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE IV

The location and street address of the first registered office is 1424 Sherman Avenue, Suite 100, Coeur d'Alene, Idaho 83814.

ARTICLE V

The name of the first registered agent is WILLIAM PROSER.

ARTICLE VI

The Corporation is organized upon a non-stock and non-profit basis. The amount of assets of this Corporation is:

Real Property	\$ 0.00
Personal property	\$ 1.00

This Corporation is to be financed and operated under the following general plan: by the receipt of tax money and private donations in accordance with the charter school laws of the State of Idaho..

ARTICLE VII

The name and address of the incorporator is as follows:

WILLIAM PROSER	850 Kidd Island Road Coeur d'Alene, ID 83814
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ARTICLE VIII

The names and addresses of the initial Board of Directors are as follows:

NORMAN L. GISSEL	1424 Sherman Avenue Coeur d'Alene, Idaho 83814
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ARTICLES OF INCORPORATION -23 -

Robert McFarland, M. D.	700 Ironwood Drive Coeur d' Alene, Idaho 83814
Betty McLain	3080 E. Springview Drive Coeur d' Alene, Idaho 83814
Alan Golub	P.O. Box 968 Hayden Lake, Idaho 83835
Robert Nelson	14250 Strahorn Road Hayden Lake, Idaho 83835
Karen Hanks	W. 610 Hubbard Coeur d' Alene, Idaho 83814
Gayne Clifford	6495 Yellowstone Trail Coeur d' Alene, Idaho 83814
Constance Faller	2102 N. Fairway Drive Coeur d' Alene, Idaho 83814
Matt Lyman	2913 W. Fairway Rd. Coeur d' Alene, idaho 83814

Article IX

- A. The Directors of this Corporation shall consist of not less than three (3) persons, nor more than fifteen (15) persons, whose terms may, but need not be, concurrent.
- B. The initial Board of Directors shall be selected by the incorporator. They shall be (9) in number. Seats "A", "B", and "C" shall hold office for an initial period of one year. Seats "D", "E", and "F" shall hold office for an initial period of two years. Seats "G", "H", and "I" shall hold office for an initial period of three years. Upon the expiration of the terms of office of the original Board of Directors, the terms of office of such Director shall be three years.
- C. Any Director may resign by tendering his resignation to the remaining Directors, and he may be removed as a Director either with or without cause by the vote or written

ARTICLES OF INCORPORATION

October 9, 2014

assent of a majority of the remaining Directors after the term of all of the original directors has expired.

D. If a vacancy shall occur among the Directors of this Corporation as a result of death, resignation, removal, or otherwise, such vacancy shall be filled by the vote or written assent of a majority of the remaining Directors, or, in the event of a majority of the remaining Directors failing to agree upon a person to fill such vacancy, then in the manner provided by the laws of the State of Idaho. A person selected to fill such vacancy shall be a Director for the period specified in the resolution or written assent pursuant to which he is selected or until his death, resignation, or removal prior to the expiration of such period.

ARTICLE X

This ^{IS} not a membership corporation. The manner of selecting directors and conducting the business of the corporation shall be established by the By-laws.

The undersigned incorporator signs his name this 10TH day of AUGUST, 1998.


WILLIAM PROSER

BY-LAWS
OF
COEUR D'ALENE CHARTER ACADEMY, INC.
A Non-For-Profit Corporation

ARTICLE I

NAME

The name of the corporation shall be COEUR D'ALENE CHARTER ACADEMY, INC., and it is sometimes referred to in these By-Laws as the Corporation.

ARTICLE II

PURPOSES

The purposes for which the corporation is formed are those set forth in its Articles of Incorporation, as from time to time amended. The Corporation is not formed for pecuniary or financial gain, and no part of the assets, income, or profit of the Corporation is distributable to, or inures to the benefit of its directors or officers.

ARTICLE III

SEAL

Section 1. The seal of the Association shall have inscribed thereon the name of the Association, the year of its organization and the words, "Non-Profit Corporation, Idaho".

Section 2. The Secretary of the Association shall have custody of the seal.

ARTICLE IV

FISCAL YEAR

The fiscal year of the Association shall begin on January 1, and end December 31.

ARTICLE V

DIRECTORS

Section 1. Selection.

The initial Board of Directors shall be selected as set forth in Article IX, subsection B, of the Articles of Incorporation.

Following selection of the initial Board of Directors, the Board of Directors shall select from among the Board of Directors a Nominating Committee which shall meet periodically and when the terms of the Board members expire or when a vacancy otherwise occurs. The Nominating Committee shall recommend at least one (1) candidate and not more than three (3) candidates to fill the vacated position. The Board may select from the candidates recommended by the Nominating Committee, ask the Committee for new candidates, and any Director may place a name in nomination at any time.

All Directors selected shall share the educational philosophy of the COEUR D'ALENE CHARTER ACADEMY, INC.

The proposed candidate shall be drawn from three (3) groups of people: parents of Charter School students; educators; and civic volunteers in Kootenai County. Recognizing that one person could be a representative of all three groups, the Nominating Committee and the Board itself shall try to maintain a balance on the Board from the three groups.

Section 2. Board Conduct.

The Board of Directors shall conduct their affairs in a manner consistent with Idaho laws concerning governmental entities.

Section 3. Board Powers.

A. The Board shall have all the powers vested in it by the laws of the State of Idaho, including the Charter School Enabling Act as it is from time to time amended and all the powers vested in it by the Idaho Nonprofit Corporation Act, and including the power to set educational policies for the Academy.

B. The Board of Directors shall adopt rules and regulations for the conduct of the affairs of this corporation and of its members not inconsistent with these By-Laws, shall appoint such standing committees as are provided for in Article VII of these By-Laws, and may appoint such special committees from time to time as may be necessary and convenient.

C. A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board. The Board of Directors may, by its own rules and regulations, regulate and fix times for regular and/or special meetings, and may further provide the manner and mode of giving notices thereof.

D. The act by a majority of the Directors present at any meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these By-Laws.

ARTICLE VI

OFFICERS

Section 1. The officers of the corporation shall be a President, Secretary, and Treasurer. The Board of Directors shall,

BY-LAWS OF COEUR D'ALENE CHARTER ACADEMY, INC. - 3 -

immediately following each annual meeting of the voting members, select a President/Principal who shall not be a member of the Board of Directors and a Secretary and a Treasurer who shall be members of the Board of Directors who shall hold each such office for the ensuing year. The offices of Secretary and Treasurer may be held by the same person. An Assistant Secretary may be appointed if desired by the Board to undertake such duties as may be delegated to him or her.

Section 2. Any officer elected or appointed by the Board of Directors may be removed by the Board whenever in its best judgment the interest of this corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed. Such removal shall be in conformity with the provisions of Section 30-1-51, Idaho Code. Any director may be removed at a special meeting called for that purpose as provided in Section 30-1-39 of the Idaho Code.

Section 3. Any vacancy in any office caused by death, resignation, removal, disqualification, or otherwise may be filled by the Board of Directors for the unexpired portion of the term.

Section 4. The President shall be the principal executive officer of this corporation and shall, in general, supervise the management of the business and affairs of the corporation. He shall be present at all meetings of the Board of Directors. He may sign with the Secretary or any proper officer of the Corporation authorized by the Board of Directors, any deed, mortgages, bonds, contracts, or other instruments which the Board of Directors have been authorized to execute, and in general he shall perform all duties incident to the office of the President, and such other

BY-LAWS OF COEUR D'ALENE CHARTER ACADEMY, INC. - 4 -

duties as may be prescribed by the Board of Directors from time to time.

Section 5. If required by the Board of Directors, the Treasurer shall give bond for the faithful performance of his or her duties in such amount as the Board of Directors shall determine. He or she shall have charge and custody of and be responsible for all funds and securities of the corporation, receive and give receipts for monies due and payable to the corporation and in general perform all duties incident to the office of Treasurer.

Section 6. The Secretary shall keep the minutes of the meetings of the voting members and of the Board of Directors in one or more books provided for that purpose, see that all notices are duly given in accordance with the provisions of these By-Laws and as required by law, be custodian of the corporate records and the seal of the corporation, and see that the seal of the corporation is affixed to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with these provisions, keep a register of the post office addresses of each Directors and in general perform all duties which are incident to the office of Secretary, and such other duties as may from time to time be assigned to him by the President or by the Board of Directors.

ARTICLE VII

COMMITTEES

Section 1. The Board of Directors shall appoint the following standing committees and delegate such authority to them as is consistent with their stated responsibilities and desirable for the

BY-LAWS OF COEUR D'ALENE CHARTER ACADEMY, INC. - 5 -

best conduct of the affairs of the corporation, but such action shall not operate to relieve the Board of Directors of any responsibility imposed on them by law.

Section 2. Standing Committees:

A. Finance and Planning Committee. This committee shall be responsible for advising the Board of Directors regarding all financial matters of the corporation including long-range planning, and the proper operation, maintenance, management, and development of any facilities and activities of the corporation, and shall recommend to the Board of Directors by March 1 of each year a consolidated budget for the ensuing school year. Except under extraordinary circumstances, this committee will recommend a budget balancing anticipated income and expenditures.

This committee shall be comprised of a chairman appointed from the Board of Directors by the Directors and two (2) other members who shall be Board members.

B. Education Excellence Committee. This committee shall be responsible for advising the Board of Directors regarding ways in which the COEUR D'ALENE CHARTER ACADEMY may improve the academic and intellectual excellence of our students.

C. Scholarship Committee. This committee shall be responsible for identifying scholarships for the students at institutions of higher education and to advise and assist students and their parents in applying for such scholarships.

D. Fund Raising Committee. This committee shall be responsible for fund raising and grant applications for the COEUR D'ALENE CHARTER ACADEMY, including the creation of a separate free-standing foundation and other related activities and to report to

BY-LAWS OF COEUR D'ALENE CHARTER ACADEMY, INC. - 6 -

the Board from time to time and no less than semi-annually of its activities.

Section 3. Each standing committee set forth in Section 1, paragraphs B, C, and D above, shall be chaired by a member of the Board of Directors. It is not necessary that members of these committees shall be Directors.

Section 4. The Board of Directors, by resolution adopted by a majority thereof, may designate such additional committees as it may consider necessary and desirable for the proper conduct of the affairs of this corporation, and shall have full discretion as to the composition, term and authority of committees so appointed, but the designation of such committees or delegation thereto of authority shall not operate to relieve the Board of Directors of any responsibility imposed upon them by law.

Section 5. All standing committees and other committees authorized by these By-Laws or appointed by the Board of Directors as permitted by these By-Laws shall, by their own rules and regulations, organize and conduct and operate their own committee in a manner not inconsistent with these By-Laws, the rules of the Board of Directors, or the requirements of the law.

Section 6. The Board of Directors may by two-thirds (2/3s) affirmative vote remove any committee member from office with or without cause.

Section 7. The President with the advice and consent of the Board of Directors may appoint successors to serve out the unexpired term of any committee member who may resign, be removed, or be-disqualified from holding office or vacate his office for any reason whatsoever.

BY-LAWS OF COEUR D'ALENE CHARTER ACADEMY, INC. - 7 -

ARTICLE VIII

CONTRACTS, CHECKS, DEPOSITS AND FUNDS

SECTION 1: The Board of Directors may authorize any officer or officers, agent or agents of the corporation, in addition to the officer so authorized by these By-Laws, to enter into any contract or to execute and delivery any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances, but such action shall not operate to relieve the Board of Directors of any responsibility imposed on them by law or by these By-Laws.

SECTION 2: All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers, or agent or agents of the corporation and in such manner as shall be from time to time determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instrument shall be signed by the Secretary, or Secretary and Treasurer if held by one individual, and countersigned by the President or Vice-President of the corporation.

SECTION 3: All funds of this corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may direct or select.

SECTION 4: The Board of Directors may accept on behalf of the corporation any contribution, gift, bequest, or device for the general purposes or for any special purposes of this corporation.

BY-LAWS OF COEUR D'ALENE CHARTER ACADEMY, INC. - 8 -

October 9, 2014

ARTICLE IX

AMENDMENTS


SECTION 1: These By-Laws may be amended, modified, or repealed by a majority vote of all Directors present at any regular or special meeting of the Directors.

SECTION 2: Within thirty (30) days following any meeting at which these By-Laws are amended, copies of said amendments shall be made available to the Directors. Copies of the full By-Laws as amended shall be prepared annually and made available on request to the Directors not less than sixty (60) days prior to beginning of the school year of the Academy.

ARTICLE X

RECORDS

All books and records of the corporation may be inspected by any Director or his agent for any proper purpose and at any reasonable time.


President

ATTEST:


Secretary

BY-LAWS OF COEUR D'ALENE CHARTER ACADEMY, INC. - 9 -

October 9, 2014

Coeur d'Alene Charter Academy

Date

Board Member	Office	Term (MM/YY – MM/YY)	E-mail	Phone
Paul Franz	Chairman	11/2011 – 11/2014	paul.franz@oldcastlematerials.com	208-661-8315
C.R. Bob Nelson	Vice Chair, Secretary, Treasurer	11/2012 – 11/2015	bobandruthn@gmail.com	208-661-8674
Jennifer Brumley	Member	11/2013 – 11/2016	jen@adbattorneys.com	208-661-4208
Russ Hegelson	Member	11/2013 – 11/2016	rhelgeson@frontier.com	208-661-1454
Amy Verhaeghe	Member	10/2012 – 11/2015	hoogen@roadrunner.com	208-765-5294

October 9, 2014

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: Coeur d'Alene Charter Academy (CCA) Year Opened: 1999 Operating Term: / /14 - 6/30/17 Date Executed:

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on [date] and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY --- ACADEMIC FRAMEWORK (XXXX-XXXX data)

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
Measure 1a Overall Star Rating	Is the school meeting acceptable standards according to existing state grading or rating systems? Exceeds Standard: School received five stars on the Star Rating System Meets Standard: School received three or four stars on the Star Rating System Does Not Meet Standard: School received two stars on the Star Rating System Falls Far Below Standard: School received one star on the Star Rating System	Result (Stars)	Points Possible	Points Earned			
		5	25				
		4	20				
		3	15				
		2	0				
		1	0				
				0.00			
Notes							
Measure 1b State Designations	Is the school meeting state designation expectations as set forth by state and federal accountability systems? Exceeds Standard: School was identified as a "Reward" school. Meets Standard: School does not have a designation. Does Not Meet Standard: School was identified as a "Focus" school. Falls Far Below Standard: School was identified as a "Priority" school.	Result	Points Possible	Points Earned			
		Reward	25				
		None	15				
		Focus	0				
		Priority	0				
				0.00			
		Notes					
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
Measure 2a ISAT / SBA % Proficiency Reading	Are students achieving reading proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	18	90-100	11	0.00
			38-56	18	65-89	25	0.00
			20-37	18	41-64	24	0.00
			0-19	19	1-40	40	0.00
				0.00			
		Notes					
Measure 2b ISAT / SBA % Proficiency Math	Are students achieving math proficiency on state examinations? Exceeds Standard: 90% or more of students met or exceeded proficiency. Meets Standard: Between 65-89% of students met or exceeded proficiency. Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency. Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	18	90-100	11	0.00
			38-56	18	65-89	25	0.00
			20-37	18	41-64	24	0.00
			0-19	19	1-40	40	0.00
				0.00			
		Notes					

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY --- ACADEMIC FRAMEWORK (XXXX-XXXX data)

Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: 90% or more of students met or exceeded proficiency.		57-75	18	90-100	11	0.00
	Meets Standard: Between 65-89% of students met or exceeded proficiency.		38-56	18	65-89	25	0.00
	Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.		20-37	18	41-64	24	0.00
	Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.		0-19	19	1-40	40	0.00
Notes							0.00
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading with 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
Notes							0.00
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
Notes							0.00
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 85% of students are making adequate academic growth.		76-100	25	85-100	16	0.00
	Meets Standard: Between 70-84% of students are making adequate academic growth.		51-75	25	70-84	15	0.00
	Does Not Meet Standard: Between 50-69% of students are making adequate academic growth.		26-50	25	50-69	20	0.00
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth.		0-25	25	1-49	49	0.00
Notes							0.00

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY --- ACADEMIC FRAMEWORK (XXXX-XXXX data)

Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0.00
							0.00
Notes							
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in math falls between the 43 rd and and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0.00
							0.00
Notes							
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0.00
							0.00
Notes							
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3.		76-100	25	70-100	31	0.00
	Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3.		51-75	25	45-69	25	0.00
	Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.		26-50	25	31-44	14	0.00
	Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.		0-25	25	1-30	30	0.00
							0.00
Notes							

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY --- ACADEMIC FRAMEWORK (XXXX-XXXX data)

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity Coursework	Are students participating successfully in advance opportunity coursework?	Result	Points Possible		Points Earned		
	Exceeds Standard: School earned 5 points in SRS Post-Secondary Content Area: Advanced Opportunity	5	50				
	Meets Standard: School earned 3-4 points in SRS Post-Secondary Content Area: Advanced Opportunity	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity	2	10				
	Falls Far Below Standard: School earned 1 or fewer points in SRS Post-Secondary Content Area: Adv Oppty	1	0				
Notes						0.00	
Measure 4b1 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible		Points Earned		
	Exceeds Standard: Effective in 2013-14, at least 35% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2013-14, between 25-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	3-4	30				
	Does Not Meet Standard: Effective in 2013-14, between 20-24% of students met or exceeded the college readiness benchmark on an entrance or placement exam.)	2	10				
	Falls Far Below Standard: Effective in 2013-14, fewer than 20% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes						0.00	
Measure 4b2 College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible		Points Earned		
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
Notes						0.00	
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0.00
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0.00
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-26	13	71-80	10	0.00
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0.00
Notes						0.00	

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
Measure 1	Is the school ***?	Result	Points Possible	Points Earned
	Exceeds Standard: Meets Standard: Does Not Meet Standard: Falls Far Below Standard:			
Notes	Coeur d'Alene Charter Academy (CCA) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2017. CCA acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. CCA further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2017, Mission-Specific measures must be included in the renewal Certificate at that time. CCA has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.			0.00

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY --- OPERATIONAL FRAMEWORK

INDICATOR 1: EDUCATIONAL PROGRAM		Result	Points Possible	Points Earned
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?			
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.		25	
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
Notes				0.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
			0	
Notes				0.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
			0	
Notes				0.00

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY --- OPERATIONAL FRAMEWORK

		Result	Points Possible	Points Earned
Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				
Measure 2b GAAP	Is the school following Generally Accepted Accounting Principles (GAAP)?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY --- OPERATIONAL FRAMEWORK

GOVERNANCE AND REPORTING				
Measure 3a Governance Requirements	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
	Notes			0.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; additional information requested by the authorizer.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
	Notes			0.00
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
	Notes			0.00

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COEUR D'ALENE CHARTER ACADEMY --- OPERATIONAL FRAMEWORK

		Result	Points Possible	Points Earned
Measure 4b Credentialing	Is the school meeting teacher and other staff credentialing requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
		Result	Points Possible	Points Earned
Measure 4c Employee Rights	Is the school complying with laws regarding employee rights?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
		Result	Points Possible	Points Earned
Measure 4d Background Checks	Is the school completing required background checks?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00

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COEUR D'ALENE CHARTER ACADEMY --- OPERATIONAL FRAMEWORK

INDICATOR 5: SCHOOL ENVIRONMENT		Result	Points Possible	Points Earned
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 5c Information Handling	Is the school handling information appropriately?			
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00

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COEUR D'ALENE CHARTER ACADEMY --- OPERATIONAL FRAMEWORK

ADDITIONAL OBLIGATIONS				
Measure 6a Additional Obligations	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated here; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				<hr/> 0.00

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COEUR D'ALENE CHARTER ACADEMY --- FINANCIAL FRAMEWORK

INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible
			Points Earned
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i>		50
	Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0
			0.00
Notes			
Measure 1b Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)	Result	Points Possible
			Points Earned
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i>		50
	Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10
	Falls Far Below Standard: Fewer than 15 Days Cash.		0
			0.00
Notes			
Measure 1c Enrollment Variance	Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	Result	Points Possible
			Points Earned
	Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.		50
	Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.		30
	Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.		0
			0.00
Notes			
Measure 1d Default	Default	Result	Points Possible
			Points Earned
	Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments.		50
	Does Not Meet Standard: Not applicable		
	Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.		0
			0.00
Notes			

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COEUR D'ALENE CHARTER ACADEMY --- FINANCIAL FRAMEWORK

INDICATOR 2: SUSTAINABILITY MEASURES				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	Result	Points Possible	Points Earned
	Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>		50	
	Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.		0	
				0.00
Notes				
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	Points Earned
	Meets Standard: Debt to Asset Ratio is less than 0.9		50	
	Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
				0.00
Notes				
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	0	Points Earned
	Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>		50	
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		0	
				0.00
Notes				
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		50	
	Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	
	Falls Far Below Standard: Not Applicable			
				0.00
Notes				

October 9, 2014

COEUR D'ALENE CHARTER ACADEMY --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	% of Total Points	POINTS EARNED	Possible HS Points	% of Total Points	POINTS EARNED
State/Federal Accountability	1a	25	3%	0.00	25	2%	0.00
	1b	25	3%	0.00	25	2%	0.00
Proficiency	2a	75	8%	0.00	75	7%	0.00
	2b	75	8%	0.00	75	7%	0.00
	2c	75	8%	0.00	75	7%	0.00
	3a	100	11%	0.00	100	10%	0.00
Growth	3b	100	11%	0.00	100	10%	0.00
	3c	100	11%	0.00	100	10%	0.00
	3d	75	8%	0.00	75	7%	0.00
	3e	75	8%	0.00	75	7%	0.00
	3f	75	8%	0.00	75	7%	0.00
	3g	100	11%	0.00	100	10%	0.00
	4a				50	5%	0.00
College & Career Readiness	4b1 / 4b2				50	5%	0.00
	4c				50	5%	0.00
Total Possible Academic Points		900	100%		1050	100%	
- Points from Non-Applicable							
Total Possible Academic Points for This School		900			1050		
Total Academic Points Received				0.00			0.00
% of Possible Academic Points for This School				0.00%			0.00%

MISSION-SPECIFIC	Measure	Possible Points	% of Total Points	POINTS EARNED	Possible Points	% of Total Points	POINTS EARNED
Coeur d'Alene Charter Academy (CCA) has elected to opt out of Mission-Specific measures for the initial Performance Certificate term ending June 30, 2017. CCA acknowledges and agrees that the weight that would have been placed on the Mission-Specific section of this Framework will be placed instead on the Academic section of this Framework, which therefore becomes the single, primary factor considered for purposes of renewal or non-renewal. CCA further acknowledges and agrees that, if the Certificate is renewed effective July 1, 2017, Mission-Specific measures must be included in the renewal Certificate at that time. CCA has been advised to spend the initial Certificate term developing and testing Mission-Specific measures for future use.							
Total Possible Mission-Specific Points		0	0%		0	0%	
Total Mission-Specific Points Received				0.00			0.00
% of Possible Mission-Specific Points Received				N/A			N/A
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		900			1050		
TOTAL POINTS RECEIVED				0.00			0.00
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS				0.00%			0.00%

OPERATIONAL	Measure	Points Possible	% of Total Points	Points Earned
Educational Program	1a	25	6%	0.00
	1b	25	6%	0.00
	1c	25	6%	0.00
	1d	25	6%	0.00
Financial Management & Oversight	2a	25	6%	0.00
	2b	25	6%	0.00
Governance & Reporting	3a	25	6%	0.00
	3b	25	6%	0.00
Students & Employees	4a	25	6%	0.00
	4b	25	6%	0.00
	4c	25	6%	0.00
	4d	25	6%	0.00
School Environment	5a	25	6%	0.00
	5b	25	6%	0.00
	5c	25	6%	0.00
Additional Obligations	6a	25	6%	0.00
TOTAL OPERATIONAL POINTS		400	100%	0.00
% OF POSSIBLE OPERATIONAL POINTS				0.00%

FINANCIAL	Measure	Points Possible	% of Total Points	Points Earned
Near-Term Measures	1a	50	13%	0.00
	1b	50	13%	0.00
	1c	50	13%	0.00
	1d	50	13%	0.00
Sustainability Measures	2a	50	13%	0.00
	2b	50	13%	0.00
	2c	50	13%	0.00
	2d	50	13%	0.00
TOTAL FINANCIAL POINTS		400	100%	0.00
% OF POSSIBLE FINANCIAL POINTS				0.00%

October 9, 2014

COUER D'ALENE CHARTER ACADEMY --- PERFORMANCE FRAMEWORK SCORING

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		Financial	
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	Range	% of Points Possible Earned
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible		85% - 100% of points possible	
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		65% - 84% of points possible	
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		46% - 64% of points possible	
Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		0% - 45% of points possible	

Section I: (Reserved for General Governing Policies & Procedures)

Section II: Oversight Policies and Procedures

A. Submission of Meeting Materials (Adopted June 17, 2014)

1. **Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than thirty (30) days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
2. **Fiscal Materials Deadline:** Updated materials related to fiscal information specifically requested by PCSC staff must be received by the PCSC office no later than 8:00 a.m. three (3) business days prior to a regular meeting date. This provision notwithstanding, fiscal information must also be provided in accordance with the 30-day deadline.
3. **Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 48 hours prior to the meeting time. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.
4. **Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Word, Excel, or Adobe PDF. Materials submitted in hard copy or as more than ten (10) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.
5. **Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.
6. **Audio/Visual Presentations:** Audio/visual presentation files must be submitted one (1) week prior to a regular meeting or 48 hours prior to a special meeting. Such files must be submitted to the PCSC office via electronic mail, web-based file-sharing services, or portable data storage device, and will be made available to presenters at the meeting site using PCSC computer and projection equipment.

B. New and Transfer Charter Petitions (Adopted June 17, 2014)

1. Petition Consideration Timeline

- a. The PCSC shall consider new and transfer charter school petitions on a timeline in compliance with I.C. § 33-5205.
- b. New and transfer charter petitions shall be considered only at regularly scheduled PCSC meetings.
- c. The PCSC shall hold an initial hearing to consider the merits of the petition within 75 days after a petition is “considered received” as defined in IDAPA 08.03.01.300.04.

2. Standards for Petition Approval

- a. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.
- b. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.2.a of this policy.
- c. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC’s consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.
- d. The PCSC may approve a new or transfer charter petition contingent upon specific revisions that the petitioners are directed to make to PCSC staff’s satisfaction. The PCSC’s written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC’s contingent approval shall expire effective at 8:00 a.m. Mountain Time on the date of the PCSC’s next regularly scheduled meeting.

3. Petition Evaluation Process

- a. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) files, one comprising the body of the petition and the other the combined appendices. The body of the petition must be submitted in Microsoft Word format.
- b. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.

3. Petition Evaluation Process (continued)

- c. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section II.A.1 of this policy.
 - i. Revised petitions shall show all changes in legislative format (see [The Idaho Rule Writer's Manual](#), section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "track changes" feature in Word shall not be considered an acceptable substitute for legislative format.
 - ii. Revised petitions shall clearly show the submission date of the revision on the title page.
 - iii. Petition revisions shall be submitted in accordance with Section II.B.3.a of this policy. The entire petition, including appendices, must be submitted with each revision.
 - iv. Petition revisions submitted out of compliance with this section shall be returned to the petitioners without further review.
 - v. Petition revisions that fail to substantially address concerns previously cited by the PCSC and PCSC staff shall be returned to the petitioners without further review.
 - vi. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.
- d. The most recent, complete petition revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the meeting materials submission deadline will be the version provided to the PCSC.
- e. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.
- f. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the petition is excluded from this provision.
- g. If, at the initial hearing, a decision regarding a petition is delayed, one (1) revision will be accepted by PCSC staff prior to the second PCSC hearing. If, in the opinion of PCSC staff, the revision demonstrates clear effort to resolve all previously identified concerns but still does not score all 2's or better on the PER, primarily for reasons beyond the petitioners' control, PCSC staff may offer the option of one (1) additional revision to the relevant section(s) of the petition, provided it is received no later than the meeting materials submission deadline and in accordance with Section II.B.3.c.i-iii of this policy.

C. Proposed Charter or Performance Certificate Amendments (Adopted February 13, 2014)

1. Proposed Charter or Performance Certificate Amendment Consideration Timeline

- a. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.
 - i. Proposed amendments, other than those deemed appropriate for administrative approval per item (c.) of this section, must be submitted according to the meeting materials deadlines outlined II.A.
- b. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.
- c. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

2. Standards for Charter Amendment Approval

- a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.
 - i. Proposed charter amendments that score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER) are most likely to be recommended for approval. The PER will be available to charter holders in advance of amendment submission.
- b. Proposed charter amendments shall be scored against the PER by PCSC staff in advance of consideration of the proposed charter amendments.

3. Proposed Charter or Performance Certificate Amendment Process

- a. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.
- b. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.

3. Proposed Charter or Performance Certificate Amendment Process (continued)

- c. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy. The charter or excerpt(s) thereof must be submitted in Microsoft Word format.
- d. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "show changes" feature shall not be considered an acceptable substitute for legislative format.
- e. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.
- f. The most recent, complete revision in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on the deadline established in writing by PCSC staff shall be the version provided to the PCSC.
- g. The revision provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of that revision. The charter holder will also be provided with the updated PER or evaluation document results.
- h. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.

4. PCSC Decisions Regarding Proposed Charter or Performance Certificate Amendments

- a. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.

October 9, 2014

Coeur d'Alene Charter Academy

Date

Coeur d'Alene Charter Academy will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

October 9, 2014

IDAHO PUBLIC CHARTER SCHOOL COMMISSION



CLOSURE PROTOCOL

August 2013

Background

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

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

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

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

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

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

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Introduction

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

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

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

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

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

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

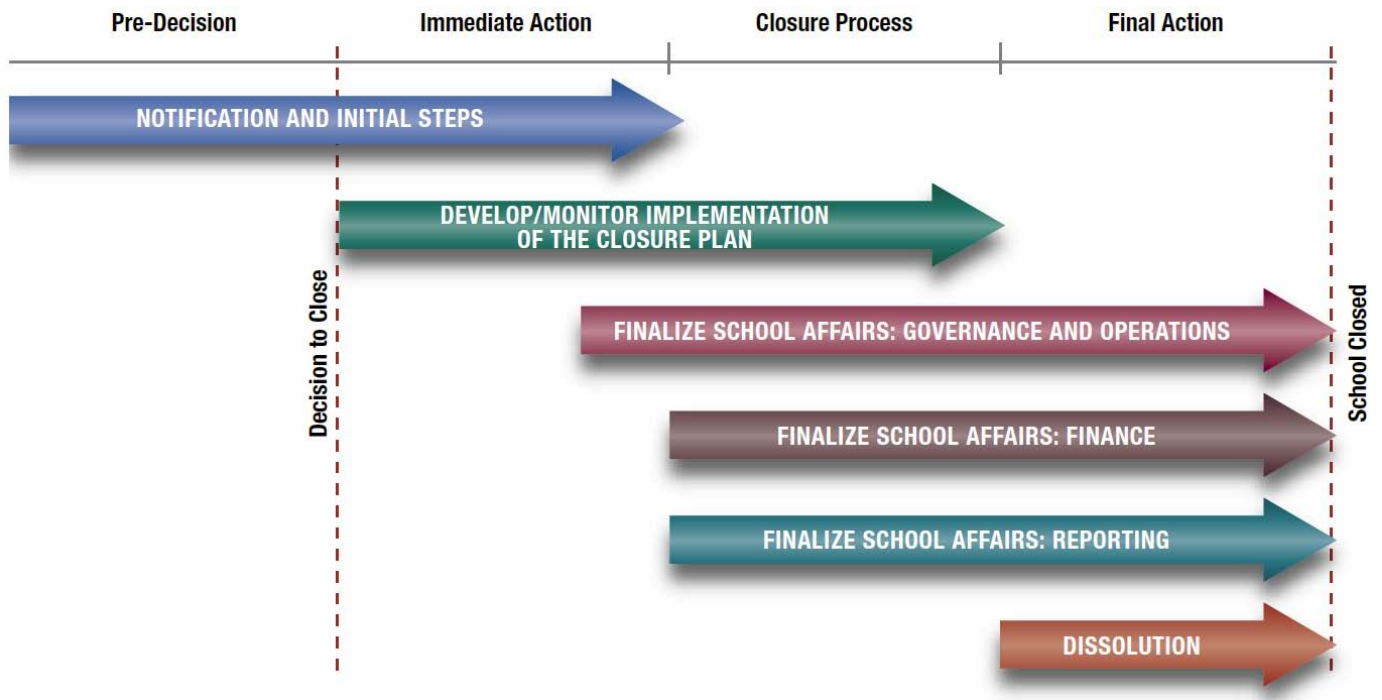
Endnotes

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

² I.C. § 33-5212

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

A Conceptual Timeline for Closure



Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Meet with PCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator and a representative of the school's board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to: <ol style="list-style-type: none"> 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts 	School, PCSC, SDE			
Notify Parents / Guardians of Potential Closure <ol style="list-style-type: none"> 1. Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions. 	School, PCSC			
Notify School Districts Materially Impacted <ol style="list-style-type: none"> 1. Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: <ul style="list-style-type: none"> • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions. 	School, PCSC			
Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to: <ol style="list-style-type: none"> 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions. 	School			
Review and Report on Finances <ol style="list-style-type: none"> 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state. 	School, PCSC, SDE			

Send Additional and Final Notifications <ol style="list-style-type: none">1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.2. The letters notifying staff, parents, and other districts of the final closure decision should include:<ul style="list-style-type: none">• The last day of instruction.• Any end-of-the-year activities that are planned to make the transition easier for parents and students.• Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.• Basic information about the process for access and transfer of student and personnel records.	School, PCSC			
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Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Establish Transition Team, Develop Closure Plan, and Assign Roles 1. Contact appropriate entities to establish a transition team, including: <ul style="list-style-type: none"> • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.	School, PCSC, SDE			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: <ol style="list-style-type: none"> 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state. 	School			
Submit Final Closure Report Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).	School			

Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. <ol style="list-style-type: none"> 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility. 	School			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. <ol style="list-style-type: none"> 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including business services will end.	School			
Notify Contractors and Terminate Contracts <ol style="list-style-type: none"> 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed. 	School			
Notify Employees and Benefit Providers <ol style="list-style-type: none"> 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs. 	School			

Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain and Organize Records 1. Maintain all corporate records related to: <ul style="list-style-type: none"> Loans, bonds, mortgages and other financing. Contracts. Leases. Assets and their sale, redistribution, etc. Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42. Governance (minutes, bylaws, policies). Accounting/audit, taxes and tax status, etc. Employees (background checks, personnel files). Employee benefit programs and benefits. Any other items listed in the closure plan. 2. Determine where records will be stored after dissolution.	School			
Transfer Student Records and Testing Material 1. Ensure that all student records are organized and complete 2. Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including: <ul style="list-style-type: none"> Individual Education Programs (IEPs) and all records regarding special education and supplemental services. Student health / immunization records. Attendance record. Any testing materials required to be maintained by the school. Student transcripts and report cards. All other student records. 3. Document the transfer of records to include: <ul style="list-style-type: none"> Date of transfer (for each individual student file transferred). Signature and printed name of the charter school representative releasing the records. Name and contact information of the receiver's representative. The total number and percentage of general and special education records transferred. 	School			
Inventory Assets and Prepare Federal Items for Pick-up 1. Inventory school assets, and identify items: <ul style="list-style-type: none"> Loaned from other entities. Encumbered by the terms of a contingent gift, grant or donation, or a security interest. Belonging to the EMO/CMO, if applicable, or other contractors. Purchased with federal grants or funds (ie. ID Charter Start grant) <ul style="list-style-type: none"> Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed. 2. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned. 3. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory. PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day. At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items. 	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget <ol style="list-style-type: none"> 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds. 	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Not that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). <ol style="list-style-type: none"> 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school. 	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors <ol style="list-style-type: none"> 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made. 	School			
Itemize Financials Review, prepare and make available the following: <ol style="list-style-type: none"> 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared. 	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: <ol style="list-style-type: none"> 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed. 	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. If the school owes the state money, it should list the SDE as a creditor and treat it accordingly.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports <ol style="list-style-type: none"> 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer. 	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports <ol style="list-style-type: none"> 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government. 	School, SDE			
Prepare and Submit Final Closure Report to the PCSC Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> 1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed 2. The school's final financial status, including the final independent audit 3. The status of the transfer and storage of student records, including: <ul style="list-style-type: none"> • The school's total enrollment at the start of the final semester • The number and percentage of student records that have been transferred prior to closure • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of public communication to parents regarding how to access student records after closure 4. The status of the transfer and storage of personnel records, including: <ul style="list-style-type: none"> • The school's total number of staff at the beginning of the final semester • The number and percentage of personnel records that have been distributed to staff and/or new employers • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure • A copy of communication to staff regarding how to access personnel records after closure 5. Additional documentation (inventories, operational info, etc.) may be included with the report 	School, PCSC			

Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Dissolve the Charter School (I.C. § 30-3-110) <ol style="list-style-type: none"> 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112) 	School			
Notify the Secretary of State (I.C. § 30-3-112) <ol style="list-style-type: none"> 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: <ul style="list-style-type: none"> • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate. 	School			
Notify Known Claimants (I.C. § 30-3-114) Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.	School			
End Corporate Existence (I.C. § 30-3-113) A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including: <ol style="list-style-type: none"> 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs. 	School			
Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.	School			

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

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

-- James A. Peyser and Maura Marino. “Why Good Authorizers Should Close Bad Schools.”¹

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 23rd day of June, 2014 by and between Coeur d'Alene School District 271 (the "Authorizer"), and Coeur d'Alene Charter Academy (the "School"), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the "Charter Schools Law.")

RECITALS

WHEREAS, in 1999 the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 1999; and

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

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

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

- A. **Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the continued operation of the School on the terms and conditions set forth in this Charter School Performance Certificate (the "Certificate").
- B. **Term of Agreement.** This Certificate is effective as of 07/01/14, and shall continue through 02/29/16, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

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

management providers.

- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.
- C. Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: *The Coeur d'Alene Charter Academy is dedicated to providing a rigorous, content-rich, college-preparatory education to any students who are willing to accept the challenge.*
- B. Grades Served.** The School may serve students in grade six through grade twelve.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program: All students will receive a rigorous college-preparatory education, which, in addition to fulfilling state graduation requirements, will also include two credits of Latin (8th grade), four credits of foreign language, four years of high school math, Ancient History and Literature, European History and Literature, and opportunities to take Advanced Placement and Dual Enrollment classes.
- D. Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students. The School reserves the right to implement additional tests at the discretion of the School's administration.
- E. Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.
- B. Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to evaluate the School's

academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework.

- C. **Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.
- D. **School Performance.** The School shall achieve an accountability designation of *Good Standing* or *Honor* on each of the three sections of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.
- E. **Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term.
- F. **Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct reviews in a manner that does not inhibit the autonomy granted to the School.
- G. **Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

- A. **In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools.
- B. **Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- C. **School Facilities.** The School shall provide reasonable notification to the Authorizer of

any change in the location of its facilities.

- D. **Attendance Area.** The School's primary attendance area is as follows: Coeur d'Alene School District 271.
- E. **Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- F. **Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. **General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract.
- B. **Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.
- C. **Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.
- D. **Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

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

- B. **Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents.
- C. **Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents.
- D. **Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.
- E. **Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

- A. **No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.
- B. **Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. **No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.
- D. **Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

October 9, 2014

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance Certificate to be effective 07/01/14.

BOARD OF TRUSTEES
COEUR D'ALENE SCHOOL DISTRICT

By: Thomas J. Han
Chairman

ATTEST:

Symon J. J. J. J.
Clerk of the Board

By: Paul J. J. J.
Chairman, Coeur d'Alene Charter Academy

ATTEST: M. Thompson
Clerk of the Board

PUBLIC CHARTER SCHOOL COMMISSION - PERFORMANCE FRAMEWORK

Name of School: _____ Year Opened: _____ Operating Term: _____ Date Executed: _____

Introduction

Idaho's charter school legislation requires each public charter school authorizer to develop a Performance Framework on which the provisions of the Performance Certificate will be based. Performance Frameworks must clearly set forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer's evaluations of each public charter school, and must contain the following:

- Indicators, measures, and metrics for student academic proficiency;
- Indicators, measures, and metrics for student academic growth;
- Indicators, measures, and metrics for college and career readiness (for high schools); and
- Indicators, measures, and metrics for board performance and stewardship, including compliance with all applicable laws, regulations and terms of the performance certificate.

The measurable performance targets contained within the framework must require, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. This Performance Framework was adopted by the Public Charter School Commission (PCSC) on [date] and is intended for use with non-alternative public charter schools authorized by the PCSC.

Performance Framework Structure

The Performance Framework is divided into four sections: Academic, Mission-Specific, Operational, and Financial. The Academic and Mission-Specific sections comprise the primary indicators on which most renewal or non-renewal decisions will be based. The Operational and Financial sections contribute additional indicators that will, except in cases of egregious failure to meet standards, be considered secondary.

Academic:

A high percentage (60%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of academic measures. These measures are the same for all non-alternative schools. The "Meets Standard" rating for each measure is designed to align closely with state minimum standards as established in Idaho's ESEA waiver and Star Rating System.

Mission-Specific:

A significant portion (40%) of a school's total score for the Academic & Mission Specific Accountability Designation reflects the school's performance on a set of mission-specific measures. These measures may be academic or non-academic in nature, but must be objective and data-driven. The number and weighting of mission-specific measures should be established during one-on-one negotiations between the school and authorizer.

During their first Performance Certificate term only, schools authorized to open in or before Fall 2014 may choose to opt-out of the Mission-Specific section of the framework. Schools choosing to opt out of Mission-Specific measures for their first term agree that the weight of those measures will be placed instead on the Academic section, which then becomes the single, primary factor considered for purposes of renewal or non-renewal.

Operational:

Operational indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the operational section, this score should not be used as the primary rationale for non-renewal unless the non-compliance with organizational expectations is severe or systemic. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal.

Financial:

Financial indicators comprise a secondary element for consideration during the renewal process. While each school will receive a score in the financial section, this score should not be used as the primary rationale for non-renewal unless the school's financial state at the time of renewal is dire. Particularly for a school whose academic performance meets or exceeds standards, poor results in this area are more likely to lead to a conditional renewal decision than to non-renewal. The PCSC may also elect to renew a financially troubled school that is clearly providing a high quality education, but notify the SDE of the situation so that the payment schedule may be modified in order to safeguard taxpayer dollars.

Accountability Designations

Calculation of the percentage of eligible points earned for each school will guide the determination of that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation will, in turn, guide the PCSC's renewal or non-renewal decision-making. Measures for which a school lacks data due to factors such as grade configuration or small size will not contribute to that school's accountability designation. The PCSC will consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions.

Honor:

Schools achieving at this level in all categories (academic, mission-specific, operational, and financial) are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed. The Framework places schools that earn 75-100% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 5-star schools, high-range 4-star schools with solid mission-specific outcomes, and mid-range 4-star schools with strong mission-specific outcomes to receive an honor designation. Schools that fall into this point-percentage category but have poor operational and/or financial outcomes will not be eligible for an honor designation.

Good Standing:

Schools achieving at this level will be recommended for renewal; however, conditional renewal may be recommended if operational and/or financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category, schools must receive the appropriate percentage of the combined academic and mission-specific points possible and have at least a 3-star rating. The Framework places schools that earn 55-74% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star or 4-star schools with solid mission-specific outcomes, or 5-star schools with poor mission-specific, financial, and/or operational outcomes to receive a good standing designation. Although 2-star schools with strong mission-specific outcomes could fall into this point-percentage range, they would not be eligible to receive a good standing designation due to their star ratings; the Framework is drafted thus in recognition of Idaho's statutory provision that the performance framework shall, at a minimum, require that each school meet applicable federal and state goals for student achievement.

Remediation:

Schools achieving at this level may be recommended for non-renewal or conditional renewal, particularly if operational and/or financial outcomes are poor. Replication and expansion proposals are unlikely to succeed. The Framework places schools that earn 31-54% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 3-star schools with poor mission-specific outcomes, 2-star schools, or 1-star schools with strong mission-specific outcomes to receive a remediation designation.

Critical:

Schools achieving at this level face a strong likelihood of non-renewal, particularly if operational and/or financial outcomes are also poor. Replication and expansion proposals should not be considered. The Framework places schools that earn less than 30% of the combined academic and mission-specific points possible in this accountability designation. It is possible for 1-star schools or 2-star schools with poor mission-specific outcomes to receive a Critical designation.

October 9, 2014

NAME OF SCHOOL --- ACADEMIC FRAMEWORK (2011-2012 data)

INDICATOR 1: STATE AND FEDERAL ACCOUNTABILITY							
<div>Measure 1a</div> <div>Overall Star Rating</div> <div>Is the school meeting acceptable standards according to existing state grading or rating systems?</div> <div>Exceeds Standard: School received five stars on the Star Rating System</div> <div>Meets Standard: School received three or four stars on the Star Rating System</div> <div>Does Not Meet Standard: School received two stars on the Star Rating System</div> <div>Falls Far Below Standard: School received one star on the Star Rating System</div>		Result (Stars)	Points Possible		Points Earned		
		5	25				
		4	20				
		3	15				
		2	0				
		1	0		<div></div> 0.00		
Notes							
<div>Measure 1b</div> <div>State Designations</div> <div>Is the school meeting state designation expectations as set forth by state and federal accountability systems?</div> <div>Exceeds Standard: School was identified as a "Reward" school.</div> <div>Meets Standard: School does not have a designation.</div> <div>Does Not Meet Standard: School was identified as a "Focus" school.</div> <div>Falls Far Below Standard: School was identified as a "Priority" school.</div>		Result	Points Possible		Points Earned		
		Reward	25				
		None	15				
		Focus	0				
		Priority	0				
					<div></div> 0.00		
Notes							
INDICATOR 2: STUDENT ACADEMIC PROFICIENCY							
<div>Measure 2a</div> <div>ISAT / SBA % Proficiency Reading</div> <div>Are students achieving reading proficiency on state examinations?</div> <div>Exceeds Standard: 90% or more of students met or exceeded proficiency.</div> <div>Meets Standard: Between 65-89% of students met or exceeded proficiency.</div> <div>Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.</div> <div>Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.</div>		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	18	90-100	11	0.00
			38-56	18	65-89	25	0.00
			20-37	18	41-64	24	0.00
			0-19	19	1-40	40	0.00
							<div></div> 0.00
Notes							
<div>Measure 2b</div> <div>ISAT / SBA % Proficiency Math</div> <div>Are students achieving math proficiency on state examinations?</div> <div>Exceeds Standard: 90% or more of students met or exceeded proficiency.</div> <div>Meets Standard: Between 65-89% of students met or exceeded proficiency.</div> <div>Does Not Meet Standard: Between 41-64% of students met or exceeded proficiency.</div> <div>Falls Far Below Standard: Fewer than 41% of students met or exceeded proficiency.</div>		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			57-75	18	90-100	11	0.00
			38-56	18	65-89	25	0.00
			20-37	18	41-64	24	0.00
			0-19	19	1-40	40	0.00
							<div></div> 0.00
Notes							

October 9, 2014

NAME OF SCHOOL --- ACADEMIC FRAMEWORK (2011-2012 data)

Measure 2c ISAT / SBA % Proficiency Language Arts	Are students achieving language proficiency on state examinations?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:		57-75	18	90-100	11	0.00
	Meets Standard:		38-56	18	65-89	25	0.00
	Does Not Meet Standard:		20-37	18	41-64	24	0.00
	Falls Far Below Standard:		0-19	19	1-40	40	0.00
Notes							
INDICATOR 3: STUDENT ACADEMIC GROWTH							
Measure 3a Criterion-Referenced Growth in Reading	Are students making adequate annual academic growth to achieve proficiency in reading within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:		76-100	25	85-100	16	0.00
	Meets Standard:		51-75	25	70-84	15	0.00
	Does Not Meet Standard:		26-50	25	50-69	20	0.00
	Falls Far Below Standard:		0-25	25	1-49	49	0.00
Notes							
Measure 3b Criterion-Referenced Growth in Math	Are students making adequate annual academic growth to achieve math proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:		76-100	25	85-100	16	0.00
	Meets Standard:		51-75	25	70-84	15	0.00
	Does Not Meet Standard:		26-50	25	50-69	20	0.00
	Falls Far Below Standard:		0-25	25	1-49	49	0.00
Notes							
Measure 3c Criterion-Referenced Growth in Language	Are students making adequate annual academic growth to achieve language proficiency within 3 years or by 10th grade?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard:		76-100	25	85-100	16	0.00
	Meets Standard:		51-75	25	70-84	15	0.00
	Does Not Meet Standard:		26-50	25	50-69	20	0.00
	Falls Far Below Standard:		0-25	25	1-49	49	0.00
Notes							

October 9, 2014

NAME OF SCHOOL --- ACADEMIC FRAMEWORK (2011-2012 data)

Measure 3d Norm-Referenced Growth in Reading	Are students making expected annual academic growth in reading compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in reading falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in reading falls between the 43 rd and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30 th percentile.		0-19	19	1-29	29	0.00
Notes							0.00
Measure 3e Norm-Referenced Growth in Math	Are students making expected annual academic growth in math compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in math falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in math falls between the 43 rd and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in math falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in math falls below the 30 th percentile.		0-19	19	1-29	29	0.00
Notes							0.00
Measure 3f Norm-Referenced Growth in Language	Are students making expected annual academic growth in language compared to their academic peers?	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: The school's Median SGP in language arts falls between the 66 th and 99 th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in language arts falls between the 43 rd and 65 th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30 th and 42 th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30 th percentile.		0-19	19	1-29	29	0.00
Notes							0.00
Measure 3g Subgroup Growth Combined Subjects	Is the school increasing subgroup academic performance over time? (Applicable only if subgroup numbers at least ten students) Exceeds Standard: School earned at least 70% of possible points in SRS Accountability Area 3. Meets Standard: School earned 45-69% of possible points in SRS Accountability Area 3. Does Not Meet Standard: School earned 31-44% of possible points in SRS Accountability Area 3.	Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
			76-100	25	70-100	31	0.00
			51-75	25	45-69	25	0.00
			26-50	25	31-44	14	0.00
			0-25	25	1-30	30	0.00
Notes							0.00

October 9, 2014

NAME OF SCHOOL --- ACADEMIC FRAMEWORK (2011-2012 data)

INDICATOR 4: COLLEGE AND CAREER READINESS							
Measure 4a Advanced Opportunity	Are students participating successfully in advance opportunity coursework?	Result	Points Possible	Points Earned			
Coursework	Exceeds Standard: At least 70% of students who took Advanced Placement tests scored a 3 or better	5	50				
	Meets Standard: 50-69% of students who took Advanced Placement tests scored a 3 or better	3-4	30				
	Does Not Meet Standard: School earned 2 points in SRS Post-Secondary Content Area: Advanced Opportunity		10				
Notes	Does not meet standard: Fewer than 50% of students who took Advanced Placement tests scored 3 or better.				0.00		
Measure 4b College Entrance Exam Results	Does students' performance on college entrance exams reflect college readiness?	Result	Points Possible	Points Earned			
	Exceeds Standard: Effective in 2014-15 and thereafter, at least 45% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	5	50				
	Meets Standard: Effective in 2014-15 and thereafter, between 35-44% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	3-4	30				
	Does Not Meet Standard: Effective in 2014-15 and thereafter, between 30-34% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	2	10				
	Falls Far Below Standard: Effective in 2014-15 and thereafter, fewer than 30% of students met or exceeded the college readiness benchmark on an entrance or placement exam.	1	0				
	Notes					0.00	
Measure 4c Graduation Rate	Are students graduating from high school?	Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	Exceeds Standard: At least 90% of students graduated from high school.		39-50	12	90-100	11	0.00
	Meets Standard: 81-89% of students graduated from high school.		26-38	13	81-89	9	0.00
	Does Not Meet Standard: 71%-80% of students graduated from high school.		14-26	13	71-80	10	0.00
	Falls Far Below Standard: Fewer than 70% of students graduated from high school.		0-13	13	1-70	70	0.00
Notes							0.00

October 9, 2014

SCHOOL NAME --- MISSION-SPECIFIC FRAMEWORK

MISSION-SPECIFIC GOALS				
Measure 1	Is the school meeting its obligation to provide a rigorous college-preparatory education?	Result	Points Possible	Points Earned
<p>Exceeds Standard: 80% of respondents to annual parent survey indicate a positive response</p> <p>Meets Standard: 70-79% of respondents to parent survey indicate a positive response</p> <p>Does Not Meet Standard: 60-69% of respondents to parent survey indicate a positive response</p> <p>Falls Far Below Standard: Fewer than 60% of respondents to parent survey indicate a positive response</p>				0.00
Measure 2	Is the school ***?	Result	Points Possible	Points Earned
<p>Exceeds Standard:</p> <p>Meets Standard:</p> <p>Does Not Meet Standard:</p> <p>Falls Far Below Standard:</p>				0.00
Notes				
Measure 3	Is the school ***?	Result	Points Possible	Points Earned
<p>Exceeds Standard:</p> <p>Meets Standard:</p> <p>Does Not Meet Standard:</p> <p>Falls Far Below Standard:</p>				0.00
Notes				

October 9, 2014

SCHOOL NAME --- MISSION-SPECIFIC FRAMEWORK

Measure 4	Is the school ***?	Result	Points Possible
			Points Earned
Exceeds Standard:			
Meets Standard:			
Does Not Meet Standard:			
Falls Far Below Standard:			
			0.00
Notes			
Measure 5	Is the school ***?	Result	Points Possible
			Points Earned
Exceeds Standard:			
Meets Standard:			
Does Not Meet Standard:			
Falls Far Below Standard:			
			0.00
Notes			

October 9, 2014

NAME OF SCHOOL ---- OPERATIONAL FRAMEWORK

INDICATOR 1: EDUCATIONAL PROGRAM				
Measure 1a Implementation of Educational Program	Is the school implementing the material terms of the educational program as defined in the performance certificate?	Result	Points Possible	Points Earned
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects and the implementation of the educational program reflects the essential elements outlined in the performance certificate, or the school has gained approval for a charter modification to the material terms.		25	
	Does Not Meet Standard: School has deviated from the material terms of the mission, vision, and essential elements of the educational program as described in the performance certificate, without approval for a charter modification, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
	Notes			0.00
Measure 1b Education Requirements	Is the school complying with applicable education requirements?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements, including but not limited to: Instructional time requirements, graduation and promotion requirements, content standards including the Common Core State Standards, the Idaho State Standards, State assessments, and implementation of mandated programming related to state or federal funding.		25	
	Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the education requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to education requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
	Notes			0.00
Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral; appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provision of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to the school's facility and program; appropriate use of all available, applicable funding.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
	Notes			0.00

October 9, 2014

NAME OF SCHOOL --- OPERATIONAL FRAMEWORK

Measure 1d English Language Learners	<p>Is the school protecting the rights of English Language Learner (ELL) students? (Applicable if qualifying students number 10 or more)</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting of students from ELL services; and ongoing monitoring of exited students. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.</p> <p>Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
			25	
			15	
			0	
Notes				<hr/> 0.00
INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT				
Measure 2a Financial Reporting and Compliance	<p>Is the school meeting financial reporting and compliance requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable), periodic financial reports as required by the PCSC, and any reporting requirements if the board contracts with and Education Service Provider; on-time submission and completion of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
			25	
			15	
			0	
Notes				<hr/> 0.00
Measure 2b GAAP	<p>Is the school following Generally Accepted Accounting Principles (GAAP)?</p> <p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit opinion; an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.</p> <p>Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
			25	
			0	
Notes				<hr/> 0.00

October 9, 2014

NAME OF SCHOOL --- OPERATIONAL FRAMEWORK

GOVERNANCE AND REPORTING				
Measure 3a Governance Requirements	Is the school complying with governance requirements?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; state open meetings law; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00
Measure 3b Reporting Requirements	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities, including but not limited		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities. Instances of non-		15	
	regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing		0	
Notes				0.00
INDICATOR 4: STUDENTS AND EMPLOYEES				
Measure 4a Student Rights	Is the school protecting the rights of all students?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the rights of students, including but not limited to: policies and practices related to recruitment and enrollment; the collection and protection of student information; due process protections, privacy, civil rights, and student liberties requirements; conduct of discipline.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the rights of students. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the rights of students; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
Notes				0.00

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Measure 4b Credentialing	<p>Is the school meeting teacher and other staff credentialing requirements?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification requirements.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to state and federal certification requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
Notes			25	
			15	
			0	
Notes				0.00
Measure 4c Employee Rights	<p>Is the school complying with laws regarding employee rights?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to employment considerations or employee rights. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to employment considerations; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
Notes			25	
			15	
			0	
Notes				0.00
Measure 4d Background Checks	<p>Is the school completing required background checks?</p> <p>Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to background checks of all applicable individuals.</p> <p>Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to background checks of all applicable individuals. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.</p> <p>Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to background checks of all applicable individuals; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.</p>	Result	Points Possible	Points Earned
Notes			25	
			15	
			0	
Notes				0.00

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INDICATOR 5: SCHOOL ENVIRONMENT				
Measure 5a Facilities and Transportation	Is the school complying with facilities and transportation requirements?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities, grounds, and transportation, including but not limited to: American's with Disabilities Act, fire inspections and related records, viable certificate of occupancy or other required building use authorization, documentation of requisite insurance coverage, and student transportation.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the school facilities, grounds, or transportation. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the school facilities, grounds, and transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
	Notes			0.00
Measure 5b Health and Safety	Is the school complying with health and safety requirements?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to safety and the provision of health-related services.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to safety or the provision of health-related services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to safety and the provision of health-related services; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
	Notes			0.00
Measure 5c Information Handling	Is the school handling information appropriately?	Result	Points Possible	Points Earned
	Exceeds Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act and other applicable authorities; accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities; Transferring of student records; proper and secure maintenance of testing materials.		25	
	Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
	Notes			0.00

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ADDITIONAL OBLIGATIONS			
Measure 6a Additional Obligations	Is the school complying with all other obligations?	Result	Points Possible
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to state charter law; and requirements of the State Department of Education. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		25
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0
Notes			<hr/> 0.00

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INDICATOR 1: NEAR-TERM MEASURES			
Measure 1a Current Ratio	<p>Current Ratio: Current Assets divided by Current Liabilities</p> <p>Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). <i>Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.</i></p> <p>Does Not Meet Standard: Current Ratio is between 0.9 and 1.0 or equalis 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.</p> <p>Falls Far Below Standard: Current ratio is less than or equal to 0.9.</p>	<p>Result</p> <p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p>	<p>Points Earned</p> <p>0.00</p>
Notes			
Measure 1b Unrestricted Days Cash	<p>Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)</p> <p>Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. <i>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</i></p> <p>Does Note Meet Standard: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.</p> <p>Falls Far Below Standard: Fewer than 15 Days Cash.</p>	<p>Result</p> <p>Points Possible</p> <p>50</p> <p>10</p> <p>0</p>	<p>Points Earned</p> <p>0.00</p>
Notes			
Measure 1c Enrollment Variance	<p>Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget</p> <p>Meets Standard: Enrollment Variance equals or exceeds 95 percent in the most recent year.</p> <p>Does Not Meet Standard: Enrollment Variance is between 85-95 percent in the most recent year.</p> <p>Falls Far Below Standard: Enrollment Variance is less than 85 percent in the most recent year.</p>	<p>Result</p> <p>Points Possible</p> <p>50</p> <p>30</p> <p>0</p>	<p>Points Earned</p> <p>0.00</p>
Notes			
Measure 1d Default	<p>Default</p> <p>Meets Standard: School is not in default of loan covenant(s) and/ore is not delinquent with debt service payments.</p> <p>Does Not Meet Standard: Not applicable</p> <p>Falls Far Below Standard: School is in default of loan covenant(s) and/or is delinquent with debt service payments.</p>	<p>Result</p> <p>Points Possible</p> <p>50</p> <p>0</p>	<p>Points Earned</p> <p>0.00</p>
Notes			

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INDICATOR 2: SUSTAINABILITY MEASURES				
Measure 2a Total Margin and Aggregated 3-Year Total Margin	Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margin: Total 3-Year Net Income divided by Total 3-Year Revenues	Result	Points Possible	Points Earned
	Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. <i>Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</i>		50	
	Does Not Meet Standard: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard"		10	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR The most recent year Total Margin is less than -10 percent.		0	<hr/> 0.00
Notes				
Measure 2b Debt to Asset Ratio	Debt to Asset Ratio: Total Liabilities divided by Total Assets	Result	Points Possible	Points Earned
	Meets Standard: Debt to Asset Ratio is less than 0.9		50	
	Does Not Meet Standard: Debt to Asset Ratio is between 0.9 and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	<hr/> 0.00
Notes				
Measure 2c Cash Flow	Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One-Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash	Result	0	Points Earned
	Meets Standard (in one of two ways): Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. <i>Note: Schools in their first or second year of operation must have positive cash flow.</i>		50	
	Does Not Meet Standard: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative		0	<hr/> 0.00
Notes				
Measure 2d Debt Service Coverage Ratio	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		50	
	Does Not Meet Standard: Debt Service Coverage Ratio is less than 1.1		0	
	Falls Far Below Standard: Not Applicable			<hr/> 0.00
Notes				

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NAME OF SCHOOL --- PERFORMANCE FRAMEWORK SCORING

ACADEMIC	Measure	Possible Elem / MS Points	POINTS EARNED	Possible HS Points	POINTS EARNED
State/Federal Accountability	1a	25	0.00	25	0.00
	1b	25	0.00	25	0.00
Proficiency	2a	75	0.00	75	0.00
	2b	75	0.00	75	0.00
	2c	75	0.00	75	0.00
Growth	3a	100	0.00	100	0.00
	3b	100	0.00	100	0.00
	3c	100	0.00	100	0.00
	3d	75	0.00	75	0.00
	3e	75	0.00	75	0.00
	3f	75	0.00	75	0.00
College & Career Readiness	4a	50		50	0.00
	4b	50		50	#REF!
	4c	50		50	0.00
Total Possible Academic Points		950		950	
- Points from Non-Applicable					
Total Possible Academic Points for This School		950		950	
Total Academic Points Received			0.00		#REF!
% of Possible Academic Points for This School			0.00%		#REF!

MISSION-SPECIFIC	Measure	Possible Points	POINTS EARNED	Possible Points	POINTS EARNED
Providing rigorous, college preparatory	1	100			
	2				
	3				
	4				
	5				
Total Possible Mission-Specific Points				700	
Total Mission-Specific Points Received			0.00		0.00
% of Possible Mission-Specific Points Received			#DIV/0!		0.00%
TOTAL POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS		950		1650	
TOTAL POINTS RECEIVED			0.00		#REF!
% OF POSSIBLE ACADEMIC & MISSION-SPECIFIC POINTS			0.00%		#REF!

OPERATIONAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0.00
	1b	25	0.00
	1c	25	0.00
Financial Management & Oversight	2a	25	0.00
	2b	25	0.00
Governance & Reporting	3a	25	0.00
	3b	25	0.00
Students & Employees	4a	25	0.00
	4b	25	0.00
	4c	25	0.00
School Environment	4d	25	0.00
	5a	25	0.00
	5b	25	0.00
Additional Obligations	5c	25	0.00
	6a	25	0.00
TOTAL OPERATIONAL POINTS		375	0.00
% OF POSSIBLE OPERATIONAL POINTS			0.00%

FINANCIAL	Measure	Points Possible	Points Earned
Near-Term Measures	1a	50	0.00
	1b	50	0.00
	1c	50	0.00
	1d	50	0.00
Sustainability Measures	2a	50	0.00
	2b	50	0.00
	2c	50	0.00
	2d	50	0.00
TOTAL FINANCIAL POINTS		400	0.00
% OF POSSIBLE FINANCIAL POINTS			0.00%

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific		Operational		% of Points Possible Earned
	Range	% of Points Possible Earned	Range	% of Points Possible Earned	
Honor Schools achieving at this level in all categories are eligible for special recognition and will be recommended for renewal. Replication and expansion proposals are likely to succeed.	75% - 100% of points possible		90% - 100% of points possible		
Good Standing Schools achieving at this level in Academic & Mission-Specific will be recommended for renewal; however, conditional renewal may be recommended if Operational and/or Financial outcomes are poor. Replication and expansion proposals will be considered. To be placed in this category for Academic & Mission-Specific, schools must receive the appropriate percentage of points and have at least a Three Star Rating.	55% - 74% of points possible		80% - 89% of points possible		
Remediation Schools achieving at this level in Academic & Mission-Specific may be recommended for non-renewal or conditional renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals are unlikely to succeed.	31% - 54% of points possible		61% - 79% of points possible		
Critical Schools achieving at this level in Academic & Mission-Specific level face a strong likelihood of non-renewal, particularly if Operational and/or Financial outcomes are also poor. Replication and expansion proposals should not be considered.	0% - 30% of points possible		0% - 60% of points possible		