SUBJECT

North Star Charter School Transfer Petition (First 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2013, District #2 issued a notice of intent to revoke to NSCS based on fiscal instability; the notice was subsequently withdrawn.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. Though the transfer petition presents strong evidence for consideration, the document needs additional revision to achieve a Meets Standard rating on all measures of the Petition Evaluation Rubric (PER) as required by PCSC policy prior to approval. The review completed using the PER includes information about all areas identified for improvement.

These areas include further development of the measurable student educational standards, clarification of administrative roles, and provision of additional budgetary detail.

PCSC staff's most significant concern regarding the NSCS petition is uncertainty regarding the school's financial status. Historically, NSCS's most significant challenge has been fiscal instability resulting primarily from unmanageable facility costs. 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 $490,000. NSCS's board reports that the reduced facilities costs are sustainable. However, while PCSC staff has verified the bond restructuring documentation, incomplete and inaccurate operating budgets and cash flow projections provided by NSCS have prevented sufficient analysis of these documents. As a result, staff cannot determine whether the school's financial situation is stable.

IMPACT

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.

The PCSC may elect to delay a decision on the transfer petition by presenting NSCS 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 NSCS transfer and provide NSCS with a written response identifying the specific deficiencies in the transfer petition, thus allowing time for further revisions in accordance with PCSC and staff guidance.

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) _____.

OR

A motion 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 and
- The following item(s): _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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: 7-13-2014 Date of this review: 8-1-2014

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

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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- 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 at this time.

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.

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.	

	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
onal Philoso	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.	

	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.	
Educational Thoroughness Standards	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.		
	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.	The methods for measuring student progress is currently very broad and does not include appropriate info about how the MSES will be measured (this info was mostly put into the reporting section instead of here, but also lacks some important info). Please see detailed feedback / comments in red text in the body of the transfer petition.

	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.		This section has been added and now includes the appropriate information. However, as previously noted, it also includes info that belongs elsewhere. Please see in-petition feedback.
	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.	This section is well-done; however, it lacks a couple important details. For which grades is NSCS currently accredited? For which grades does NSCS commit to maintaining accreditation?
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:

Tab 4 is very close to meeting standard, but does need a few final revisions. First, the sections related to measuring and reporting the MSES have information in the wrong sections, making them confusing. Additionally, some content (related to measuring student progress towards the MSES) is missing or needs revision. Finally, a minor change needs to be made to the accreditation section to specify the grades for which NSCS is committing to maintaining accreditation. Please see the Notes above and in-petition comments / feedback in red for additional guidance.

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.
	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.		Please see in-text highlighting which points out a minor grammatical / typographical error.
	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:

All Tab 5 items meet standards. However, since some of the content in Tab 5 is used to address requirements for Tab 8, please see the Tab 8 notes and in-text comments and recommendations to address issues related to Tab 8 - Business Plan: Management.

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:

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. Previous and projected enrollment have been provided in App D.
	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.)	

Alternatives	*If petition is for a traditional public school applying to convert to a charter school:* Public school alternatives are not addressed.	*If petition is for a traditional public school applying to convert to a charter school:* Public school alternatives are provided, but list is incomplete.	*If petition is for a traditional public school applying to convert to a charter school:* 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.		

	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 majority of this information is provided in Tab 5. It is very close to meeting standards, however, there are some confusing references to the "Administrators" which make it difficult to tell who you are referring to (just the Elementary and Secondary Administrators or all of them?). Because of such a reference, it is also unclear which of the Administrators the board directly oversees. This problem should be easy to correct – you can either always refer to the Administrators by their individual titles (instead of grouping them together), or create clear categories. See in-petition comments in Tab 5 for more guidance.

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:

Tab 8 is very close to meeting standards. Please see the Notes above and in-petition comments in Tab 5 (since Tab 8 refers to Tab 5 regarding the management / governance structure) to address the issue of how "Administrators" are referenced and which staff this includes.

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.
	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: 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.	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* Rationale requires further development.	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* Petition provides strong rationale for use of the EMO / CMO, rather than performing the work in-house.	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* Use of the EMO / CMO will provide unique opportunities and meet goals that could not be achieved in-house.	**Not applicable**

	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: School board appears to have inadequate oversight and control over school finances, educational program, and/or employees.	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* School board apparently retains oversight and control, but no plan is in place for evaluating the management company.	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* 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.	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* Local, independent school board clearly evaluated multiple management companies and selected a vendor appropriate to meet specific needs.	**Not applicable**
	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Tab 10 does not include a reference to an appendix containing the CMO / EMO agreement or contract.		*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* Tab 10 includes a reference to an appendix containing the CMO / EMO agreement or contract.		**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).		

	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 T.
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**

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.		

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.
	If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used: Contract is incomplete or absent.	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* Contract is unclear, or costs appear unreasonable by comparison to services provided.	*If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:* Contract clearly delineates costs and services. Costs appear reasonable by comparison to services provided.		**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.	Budget Assumptions are included; however, there are several areas where necessary / appropriate detail is lacking. The Budget Assumptions document is designed to provide the PCSC with more information and cost breakdowns than can be identified through your budgets. 1) You project stable enrollment but an increase in "State Support" revenue over the next 3 yrs, but do not provide any explanation for why you anticipate revenue increasing in these amounts. 2) There are large amounts set aside for paraprofessionals and admin / front office staff, but not clarification on the # of FTE. 3) The educational program / curriculum section only includes costs for supplies, SPED contracted services and IB fees - will the school have no other educational program costs (curriculum? professional development?)?; 4) there are substantial funds set aside for "technology" but no info about the types of technology you anticipate to purchase / use. Finally, make your Budget Assumptions its own Appendix (not combined with another budget) and put it before any of the other budget documents since it relates to all of them.

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.	Operating budgets for the first three years of operations are provided on the PCSC's template. Budgets are provided for best-case, worst-case, and most-likely-case scenarios. Revenues and expenditures appear reasonable and are supported by documentation.	Five-year budget projections are provided.	The Current Year budget and 3-year budget projections were provided as requested, however, the following issues/ questions remain: 1) The Current Yr budget was submitted in the PCSC template, however, only the General 100 fund worksheet was provided- no Budget Summary or information for other funds was provided. 2) The Current Yr budget has end-year projections of revenue and expenditures that are less than the YTD amount. Under the vast majority of situations (with only *very few* exceptions) this should not / cannot be correct, since the projected year-end amount should be a comprehensive total of the amount the school anticipates receiving / spending by the end of the fiscal year (and would, therefore, have to be equal to or more than what has already been received or spent). 3) The 3-Year budget does not appear to be in the PCSC template provided to the school (this doc includes additional fields and is organized differently) and is difficult to read / confusing. 4) As previously noted, the "Rate" column in the budget is not designed to show a rate of change, but rather the actual rate / amount of that item.

	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.
	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.	Because the Budget Assumptions still lacks detail and the Current Yr and 3-Yr Budgets need revision, it is difficult to tell if there is appropriate alignment & conservative budgeting.
I: 1st 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.		The PCSC Cash Flow template was used; however, only the Cash Flow Details worksheet was provided – the Cash Flow Summary is also needed in order for the PCSC to see an analyze summarized amounts (ie. all salaries, etc.), and more importantly, the beginning and ending cash for each month. Additionally, the Header on your Cash Flow should specify the year these projections are for (this is formatted into the Summary tab) – Are these 2014-2015 projections?
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 & 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**

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 *far* 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.		There are some instances where the organization of appendices is not idea (for instance, having the bylaws and Board Election process so far apart), but this is not a significant / critical issue, particularly since NSCS is an existing school.

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General Comments regarding Appendices:

Though the appendices have improved (this was particularly true of the bylaws), there are remaining questions and issues associated with the Budget Assumptions, Current Year Budget, Three-Year Budget, and Cash Flow. Please see the Notes above and contact PCSC staff if you have any questions or need additional support in completing the PCSC templates.

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 *advance* 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.		
	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.)		There were some instances where legislative formatting was not used – most commonly, this was sections of new text that were not underlined (at least one is identified through in-petition comments from staff). Additionally, please note that future submissions of the transfer petition should only show new (not previously submitted or reviewed) changes in legislative formatting.
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.	There are few, but acceptable errors.
	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.	There are a few, minor grammatical or logical order issues, but they are not significant and do not affect the overall quality of the transfer petition.
	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.		
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 has put considerable time and effort into aligning your charter with the PCSC's petition standards. The petition narrative is now in very good condition and only needs a few relatively minor changes to Tabs 4 and 5 / 8 to receive Meet Standards rating for all narrative-related measures.

The petition appendices have also been improved; however, additional revisions are necessary to Meet Standards for the following appendices:

- Budget Assumptions
- Current Year Budget
- Three-Year Budget
- Cash Flow

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 NCSC'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.

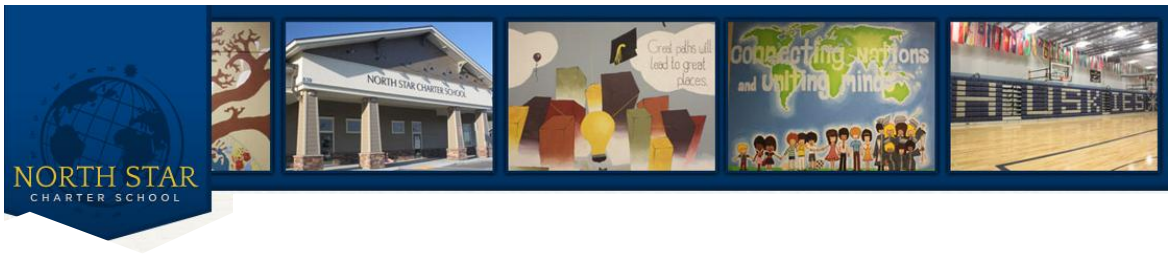
The potential challenges the board members anticipate for the school within the next two years include: dealing with an administration transition (with administrators who are relatively new to the role and may need support and guidance to gain leadership skills), managing enrollment growth and facilities / 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



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
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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 ~~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

NSCS's ~~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 the following objectives ~~to~~:

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 ~~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. NSCS ~~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"). NSCS ~~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. NSCS ~~North Star Charter School Inc. will be~~ is a separate Local Educational Entity (LEA) ~~LEA~~ and will be responsible for all of the requirements related to Special Education and other Federal programs.

FACILITIES

NSCS ~~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~~ 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 ~~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

NSCS ~~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 ~~e~~Elementary,~~and~~ ~~s~~Secondary and Academic Administrators ~~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 Administrator ~~Manager~~ will operate the school's fiscal affairs. See Tab 5-Goverance 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.~~ 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 ~~North Star Charter School~~.

NSCS ~~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. NSCS ~~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~~ 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

~~North Star Charter School~~ NSCS 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 ~~h~~Highly ~~q~~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;
- learners are expected and encouraged to learn;

[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 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 NSCS ~~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.

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. ~~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~~ NSCS 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.

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, ~~and arts~~--remain strongly emphasized. The core curriculum is enhanced with music/arts, American history studies and business/economics.

NSCS's ~~The North Star~~ curriculum has ~~contains both traditional academic subjects and additional areas such as~~ an emphasis on business and economics that makes ~~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~~ 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.

~~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 edition[2]. As recommended by the Idaho Core Standards, ~~North Star Charter School~~ 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 ~~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~~ 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 ~~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~~ NSCS'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 5th. 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.

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

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 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~~ 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.

~~North Star~~ NSCS 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~~ NSCS 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

NSCS ~~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 (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 ~~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.[4] [5] ~~(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.[6] ~~(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.[7] ~~(Gates Foundation, 2003).~~

Secondary Methodology

In 2007, ~~North Star Charter School~~ 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

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[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.

~~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~~ 6-10 Curriculum

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~~ sixth through eighth grade years are aligned with ~~pre-IB~~ 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 ~~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~~ 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 ~~pre-IB~~ 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~~n~~ 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 ~~pre-IB~~ 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

~~North Star~~ NSCS wants its students to be college-ready and is cognizant of the strong reputation IB has for being the best college-prep program[8] – 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.

~~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.

[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 ~~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

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

- 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.[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 ~~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.

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

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~~ 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.

~~North Star~~ NSCS 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~~ 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.

~~North Star~~ 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 ~~North Star~~ 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 ~~Health~~.[12] ~~Our education program is anchored at both ends by proven character programs.~~ ~~In~~ For the kindergarten through eighth grade, ~~K-8 program~~ 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.

~~North Star Charter School~~ 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 ~~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

At the Elementary level, ~~E~~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.

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[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.

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 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 ~~Pre-IB program~~ 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.

Service[14]

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

During the ~~Pre-IB~~ middle school and early high school years, students from grades ~~7~~ 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 ~~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~~

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

~~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~~ 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 contribute~~s~~ 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.~~

~~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.~~

~~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'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[15]. 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. 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,~~

~~[15] "Correlation: Sourcebook Sample Lesson Models to Common Core State Standards." N.p., n.d. Web. 16 Apr. 2014.~~

~~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 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~~

~~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~~ 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: ~~North Star Charter School~~ 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: ~~North Star Charter School~~ 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 ones 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: ~~North Star Charter School~~ 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: 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~~ 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: ~~North Star Charter School~~ 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: ~~North Star Charter School~~ 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: ~~North Star Charter School~~ 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.

~~North Star Charter School~~ 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 ~~North Star Charter School~~ 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 *English: 8 credits, Speech: 1 credit*
Mathematics	8 credits *2 credits must be taken in last year of high school*
Science	8 credits *4 credits must be lab classes*
Social Studies *US History, Economics, and American Government*	10 credits
Humanities *Foreign Language*	8 credits
Health	1 credit
Physical Education	2 credits
Post-Secondary Readiness Plan	4- Year Learning Plan at end of 8th 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 9th grade

SPECIAL EDUCATION SERVICES

~~North Star Charter School~~ NSCS 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~~ NSCS Board of Directors 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~~ 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 ~~North Star~~ 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~~, North Star Charter School~~ NSCS will conduct a yearly Child Find activity.

~~North Star Charter School~~ 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 ~~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~~ 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 ~~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 ~~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~~ NSCS 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~~ NSCS uses evidenced-based programming and curricula when working with students with disabilities who need supplemental or replacement curricula.

~~North Star Charter School~~ 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. ~~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~~ NSCS 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~~ NSCS 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~~ 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

~~North Star Charter School~~ NSCS 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:

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. An appreciation and respect for diversity, as measured by the Comprehensive School Climate Inventory (average school-wide score of 3 or higher in the sub-category of Respect for Diversity).

~~**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.~~	~~**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~~	~~**1**. Grades kindergarten through 3rd will exceed state or district targets (whichever is higher in any given year) in~~

	~~student in the basics of reading, writing, mathematics, science, and social studies as a means to lead students to more in depth thinking.~~	~~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.~~

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 rates[16] calculated by the National Student Clearinghouse Research Center[17] 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.

First, some specific feedback about the content of this paragraph (above):

- There is inconsistency between this paragraph and your MSES (above). Your MSES states that 75% will be enrolled within 16 months of graduation, but here you stated that 75% or more will graduate. I believe the language in this section needs to be adjusted.

[16] http://www.idahoedtrends.org/data#college_going
[17] Hggp://nscresearchcenter.org/

- Are you saying that the Clearinghouse data takes the small school concept (which does not need to be quotes), graduating class size, and religion-based missions into consideration OR that NSCS has done so in setting your target of 75%?
- Per our previous conversations, since you are looking at students postsecondary enrollment 16 months after graduation, how will you ensure that your data is clean? That is, you need to clarify that you will be looking at the data from only 1 graduating class 16 months later and NOT including data from students who were in the next graduating class but enrolled quickly after graduation (ie. you will be looking at 2013 graduates 16 months after their graduation and not including any data from 2014 graduates in that analysis).
- In the paragraph above, you address how you will measure MSES #2, but there is no where (in this section or later) that provides any additional detail regarding how MSES #1 or #3 will be measured.

More importantly, it appears there is some confusion regarding the sections you need in this Tab and what each should contain. The "Annual Reporting of MSES" section should just be about how you will report your data regarding your MSES (not other state testing) to the PCSC and how you will make both your MSES results and your state testing results available to the public / your stakeholders (via your website, etc.). You have this information in the final paragraph of this section.

The majority of the information you currently have in the first two paragraphs of the Reporting section belongs in the "Methods for Measuring Student Progress" section. The Methods for Measuring Student Progress section is usually immediately after the MSES section and *before* the Reporting section, and should outline exactly how you will measure each of the MSES. The most readable / understandable way to do the Measuring Student Progress section is to have numbers that indicate the MSES you are referring to (1,2,3) and then provide the additional detail about how each MSES will be measured – describe the measurement tool, how often it will be used, etc. Currently, you are doing this in the "Annual Reporting of MSES" section (not where it belongs) and then your "Methods of Measuring Student Progress" does not indicate exactly how you'll measure the MSES. If you still want to incorporate the broad information currently included in the "Methods of Measuring Student Progress" section, you can do so, but it should be after the numbered details about the MSES.

Finally, the "Program Goals Measurement" section is not required or necessary, since it ends up adding additional goals that aren't the MSES (which is confusing). You do not have to describe exactly how you will measure the overarching goals you outlined in Tab 3 (anywhere in the charter) as they are designed to be broad. Your MSES are the measurable outcomes that should be more specific than the goals (and identifyably related, which they are). I recommend you delete the "Program Goals Measurement" section.

Annual reports will be made available to the Idaho State Department of Education and the Idaho Public Charter School Commission regarding NSCS's MSES. 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 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 ~~all~~ 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 ~~s~~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, ~~North Star Charter School~~ NSCS will administer any and all required state assessments according to SDE protocol.

ACCREDITATION

~~North Star Charter School~~ NSCS 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.~~ 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 in accordance with Idaho Code 33-5205(3) (e) and IDAPA 08.02.02.140. An accreditation committee appointed by the school administration ~~Principal(s)~~ will choose the appropriate accreditation standard and oversee the accreditation process. After accreditation, the school administration ~~Principal(s)~~ will submit annual accreditation reports to the Idaho State Department of Education. The accreditation will be completed through NWAC/AdvancED.

Please see Appendix P for the External Accreditation Review Report.

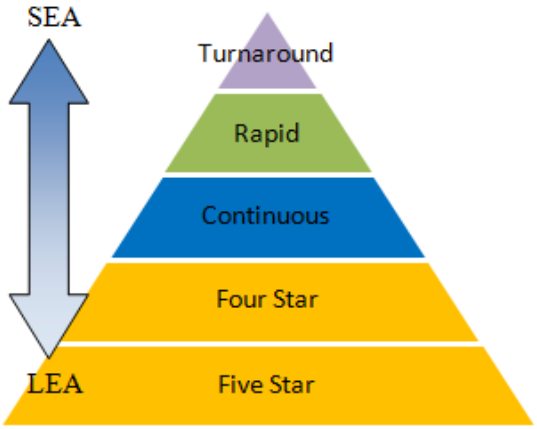
ACCOUNTABILITY AND SCHOOL IMPROVEMENT

~~North Star Charter School~~ 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 ~~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~~ 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.

~~North Star Charter School~~ 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 ~~State Department of Education~~ 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. ~~North Star~~ 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

~~North Star Charter School, Inc.~~ 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, ~~North Star Charter School, Inc.~~ NSCS is governed by a Board of Directors consisting of between five and seven voting directors. Board ~~m~~ Members are elected for a two year term. No more than three ~~b~~Board ~~m~~Members may be parents of students at NSCS. The remainder of the ~~b~~Board ~~m~~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.~~ 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 ~~C~~charter ~~S~~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 Administrators ~~Principal(s)~~ and Finance Administrator ~~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.

The highlighted section is a bit confusing – Since the Finance Administrator is by title also an Administrator, it's confusing for you to refer to the "Administrators and Finance Administrator." (I had to read it twice to figure out who I believe you intend to include.) Based on this reference and others (that come later in the petition), it seems you have two options to address this issue:

- Refer to each title (every time, as applicable): Elementary, Secondary, Academic, and Finance Administrators
- Create and refer to categories: Educational Program Administrators (or some other category that you specify includes the Elementary and Secondary Administrators), Academic, and Finance

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. Board members will commit to follow the ethical standards set forth in the Ethical Standards agreement. It would be good to have references to the appropriate appendices (Bylaws and Ethical Standards).

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 T.

Recruiting Board Members

~~North Star Charter School~~ 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. ~~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. This paragraph was not included in your previous version; the change should be shown in legislative formatting (it should be underlined).

NSCS ~~will actively seek Board candidates through~~ can utilize the Advisory Committees as a means to identify possible candidates. These committees ~~will~~ provide ~~a~~ an ~~venue~~ avenue for the ~~vetting~~ school's stakeholders to vet ~~of~~ prospective candidates for the Board ~~Board members. Each~~

Advisory committees ~~has~~ 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 ~~b~~Board m~~M~~embers 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. ~~acumen~~.

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. ~~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 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. ~~and the need to recruit Board member(s) with that strength~~.

Ethical Standards

~~North Star Charter School~~ NSCS is a member of the ISBA ~~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 organization chart in Appendix H demonstrates the reporting and interaction structure for NSCS. The relationship of the Board of Directors to the ~~North Star Charter School~~ 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.

~~Principal(s)~~Administrator(s)

Since you have now added an Academic Administrator and have changed the Finance Manager's title to Finance Administrator, all of those positions are, by nature, Administrators. Thus, I recommend you call the Elementary and Secondary Principals either by their titles (in the header and throughout this section) or by some combined title, such as "Educational Program Administrators" and specify in this section which positions that incorporates (Elementary and Secondary).

The ~~principal(s)~~ 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 school(s), 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 ~~North Star's~~ 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:

Though this position is new to NSCS, I do not recommend you include this language in your charter (since it will be outdated almost immediately).

- 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 ~~Manager~~ Administrator

The Finance ~~Manager~~ Administrator will work under the direction of the Board of Directors. The Finance ~~Manager's~~ 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 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) ~~and Board of Directors of North Star Charter School~~ will provide consultation and support to the Board and the Administration ~~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 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~~/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. 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 ~~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~~ 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, ~~North Star Charter School~~ 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).

~~North Star Charter School~~ 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), ~~North Star Charter School~~ 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

~~North Star Charter School's~~ 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 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 ~~c~~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)~~ Administrator(s) will make recommendations to the Board of Directors for approval of instructional staff.

~~North Star Charter School~~ 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, ~~b~~Board ~~m~~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~~ 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 M and professional development plans in Appendix N.

HEALTH AND SAFETY PROCEDURES

~~North Star Charter School~~ 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 ~~B~~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~~ 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

~~North Star Charter School~~ 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~~ed~~ 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. 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 ~~North Star Charter School~~ 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 ~~Trustees~~ recognize~~ed~~ 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~~ 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 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 administrator ~~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 administrator ~~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/parent handbook rules.

Suicide Prevention

NSCS ~~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. 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. ~~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 post-intervention 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 ~~responsibility~~ responsibly to emergencies, disasters, and events which threaten to result in a disaster. The Board of Directors ~~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 Administrator(s) ~~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 Directors ~~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~~ 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 ~~the School's~~ health insurance plans. The Employees have ~~has~~ the right to decline health insurance.

Transfer Rights of Employees

~~North Star Charter School~~ NSCS as ~~will be~~ its own LEA ~~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~~ 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 ~~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 cap 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.~~

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, ~~North Star Charter School~~ 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 ~~public charter~~ 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 ~~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~~ 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.

~~North Star Charter School~~ 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.

~~North Star Charter School~~ 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 ~~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~~ NSCS will hold a lottery each year unless the initial capacity of NSCS is ~~in~~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 ~~Subsequent~~ Future Enrollment Periods

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

1. Pupils returning to NSCS ~~the public charter school~~ in ~~the second or any~~ 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 ~~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 NSCS ~~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 lottery has been conducted ~~established enrollment deadline~~ 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. ~~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 ~~b~~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 ~~b~~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.

~~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/PARENT HANDBOOK

In order to ensure that both parents and students understand the expectation for students at NSCS ~~North Star Charter School~~, parents will receive a student~~/parent~~ handbook at registration.

See Appendix Q for the Student/Parent Handbook.

TAB 8:
Business Plan, Transportation, Nutrition

BUSINESS DESCRIPTION

NSCS ~~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

NSCS ~~North Star Charter School's~~ 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 ~~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 NSCS ~~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 Administrator ~~Department~~. The Finance Administrator ~~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 NSCS ~~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

NSCS ~~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

NSCS ~~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

NSCS ~~North Star Charter School~~ will properly maintain it 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 ~~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

NSCS ~~North Star Charter School~~ 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 S for Bond Structure Summary.

TRANSPORTATION

NSCS ~~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 NSCS ~~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. 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 ~~North Star Charter School~~ 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 I contains a full list of business arrangements. Details of contracts/agreements are available upon request.

TERMINATION/CLOSURE PLAN

NSCS ~~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.

<u>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.</u>

APPENDIX A

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

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.

Not withstanding 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
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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:

Name	Address
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

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

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

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

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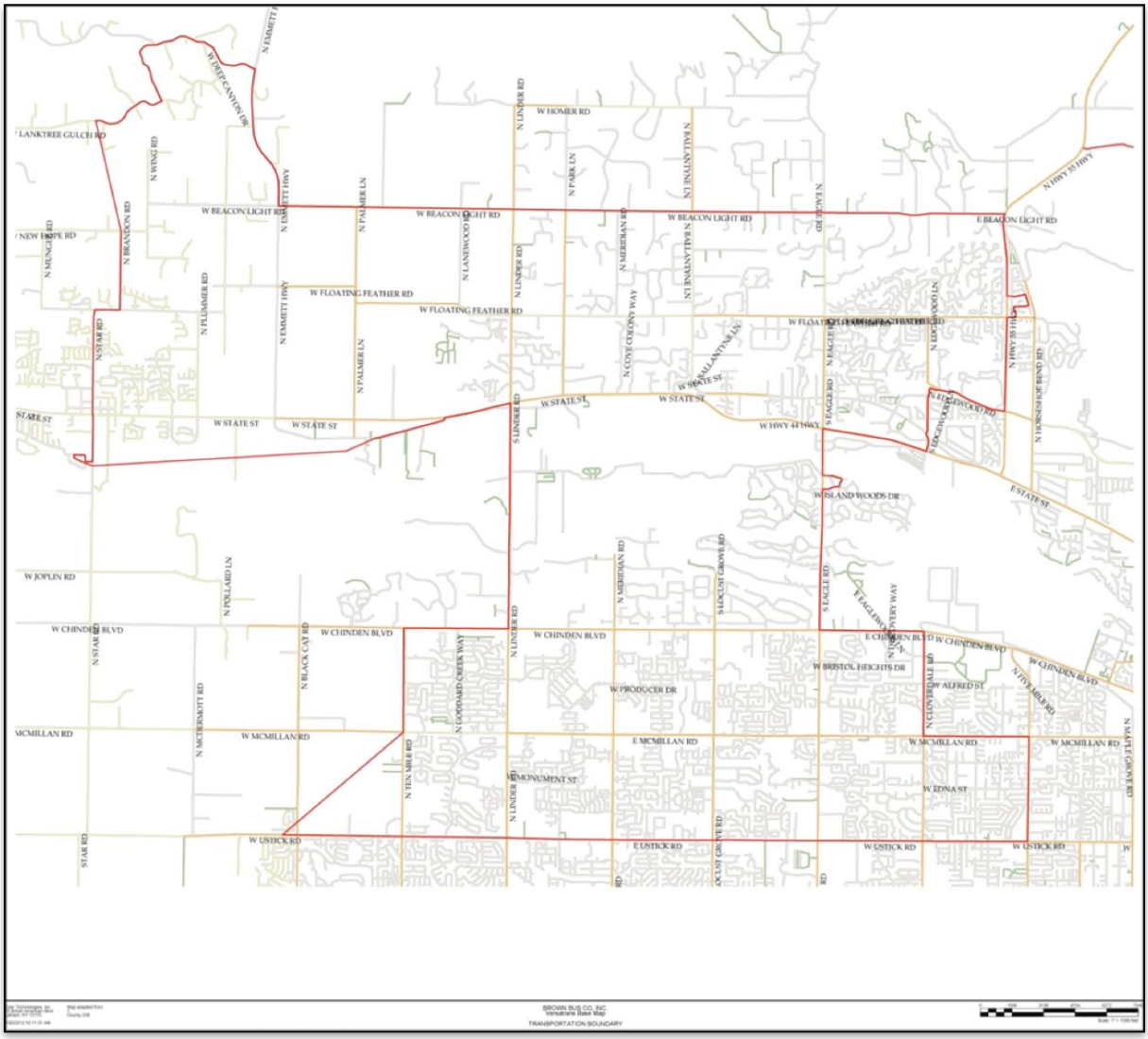
Approved by a vote of 4 in favor and 0 against at the special scheduled and noticed meeting held on the 30th day of June, 2014.

William Russell – Vice-Chairman of the Board

Ellen Bates - Attest

APPENDIX C
PRIMARY ATTENDANCE AREA



~~APPENDIX D~~
~~North Star Charter School~~
~~Enrollment 2014-15~~

	~~Grade~~	~~Target Enrollment~~	~~# of classes~~	~~Expected Enrollment 07/01/14~~
	~~K~~	~~78~~	~~3~~	~~78~~
	~~1~~	~~90~~	~~3~~	~~90~~
	~~2~~	~~90~~	~~3~~	~~90~~
	~~3~~	~~96~~	~~3~~	~~96~~
	~~4~~	~~96~~	~~3~~	~~96~~
	~~5~~	~~105~~	~~3~~	~~105~~
	~~6~~	~~105~~	~~3~~	~~105~~
~~Elementary totals~~		**~~660~~**		**~~660~~**
	~~7~~	~~90~~	~~3~~	~~90~~
	~~8~~	~~90~~	~~3~~	~~80~~
	~~9~~	~~60~~	~~2~~	~~60~~
	~~10~~	~~60~~	~~2~~	~~46~~
	~~11~~	~~30~~	~~1~~	~~30~~
	~~12~~	~~30~~	~~1~~	~~24~~
~~Secondary Totals~~		**~~360~~**		**~~330~~**
~~Totals~~		**~~1020~~**		**~~990~~**
~~% of Capacity~~				**~~97%~~**

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
Vacant	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)

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)
wjrussell@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, Baldridge 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 (1077)(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); Obray 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	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. 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.)
2005-Present	Adjunct Faculty, Kazak-American Free University, Ustkamenogorsk, Kazakhstan. Teach Ethics, Management and Law in graduate programs. Consulting regarding accreditation and program design and implementation for MBA and PhD programs. (See details in Teaching and Scholarship, hereinbelow.)
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	Member, Board of Directors, Hands of Hope. 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.
2006	366th Fighter Wing (The Gunfighters), United States Air Force, Mountain Home Air Force Base, Civic Leaders Tour participant. 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.
2006-2007	Honorary Commander, 366th Fighter Wing (The Gunfighters) Maintenance Group, United States Air Force, Mountain Home Air Force Base, Idaho. Periodic educational visits to various service Groups of the 366th Fighter Wing.
2009-Present	Honorary Commander Alumni Group, 366th 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

15200 Wicklow Lane
Caldwell, ID 83607

208.453.2050
cell 208.830.5655
Email bugleme3@cableone.net

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-Summer1973
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

1979-4980
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 michst8@cableone.net

Objective

A challenging position that utilizes my skills to maximize my career potential while bringing success to my employer.

Experience

Product Manager, HWT Packaging
September 2000-present, Boise, Inc, Nampa, ID

- 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.

Business Development Manager
January 2000-September 2000 HB Fuller Company, Vancouver, WA

- 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.

Business Development Manager
September 1995-January 2000 Graphic Packaging Corp., Portland, OR

- Responsible for developing new business for the flexible poly/paper products. Included: strategic planning, tactical plans, market analysis, new product development.

Packaging Manager
April 1987-September 1995, JR Simplot Co, Boise, ID

- 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

Michigan State University, E. Lansing, MI

- September 1981-May 1986
- B.S. Packaging

Boise State University, Boise, ID

- 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.

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 then 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 Manger 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)

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;

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

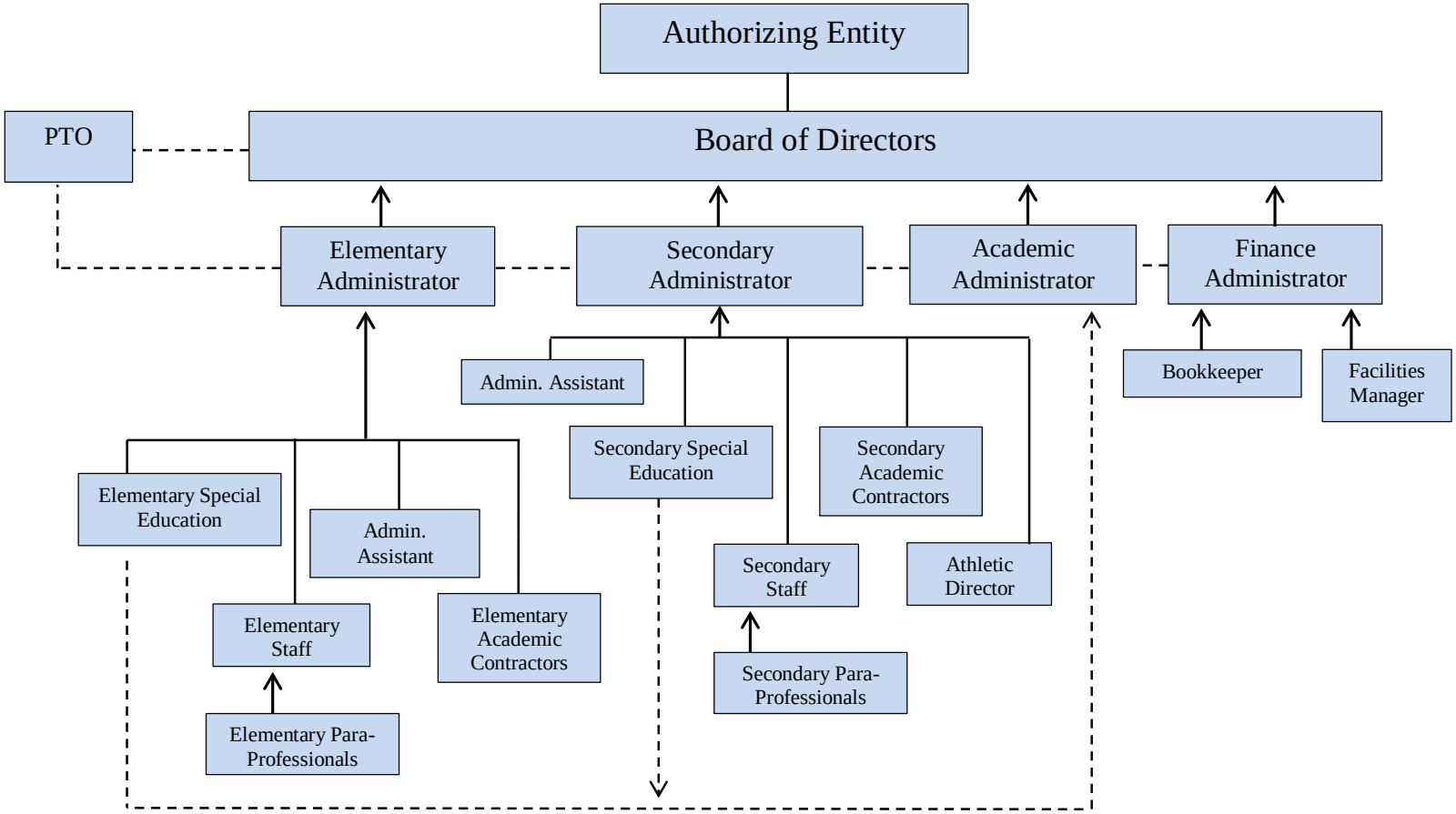
THE BOARD MEMBER TEAM	Very Good	Satisfactory	Needs to Improve
1. Keeps the education and welfare of students as their primary concern.			
2. Is open and honest with each other, as well as administrators and is able to maintain an attitude of mutual trust and respect.			
3. Works to preserve the confidentiality 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 each 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
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 ADMINISTRATO	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.	GROUNDS 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

APPENDIX J: CURRENT YEAR BUDGET & ASSUMPTIONS

NORTH STAR CHARTER SCHOOL --- 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!		THE PROJECTED/YEAR END IS OUR AMENDED BUDGET FOR 2013-2014 **THE FYTD IS BUDGET THE BUDGET INFO AS OF 5-31-14 ON AN ACCRUAL BASIS**
100.415000	Earnings on Investments			848.27	(848.27)	#DIV/0!	852.00	
100.417100	Admissions / Activities			40,820.24	(40,820.24)	#DIV/0!		
100.417200	Bookstore Sales				-	#DIV/0!		
100.417300	Clubs / Organization Dues, etc.				-	#DIV/0!		
100.417400	School Fees & Charges	47,500.00			-	#DIV/0!		
100.417900	Other Student Revenue				-	#DIV/0!		
100.419100	Rentals				-	#DIV/0!		
100.419200	Contributions/Donations			68,023.65	(68,023.65)	#DIV/0!	58,376.00	
100.419900	Other Local Revenue	50,000.00			-	#DIV/0!	55,243.00	
100.431100	Base Support	3,580,459.00		3,580,459.18	(3,580,459.18)	#DIV/0!	3,676,970.00	
100.431200	Transportation Support	300,000.00		273,492.30	(273,492.30)	#DIV/0!	265,678.00	
100.431400	Exceptional Child Support				-	#DIV/0!		
100.431600	Tuition Equivalency				-	#DIV/0!		
100.431800	Benefit Apportionment	482,379.00		482,379.00	(482,379.00)	#DIV/0!	495,382.00	
100.431900	Other State Support			4,652.10	(4,652.10)	#DIV/0!		
100.437000	Lottery / Addtl State Maintenance				-	#DIV/0!		
100.439000	Other State Revenue	206,419.00			-	#DIV/0!	242,013.00	
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			394.92	(394.92)	#DIV/0!		
TOTAL GENERAL FUND REVENUES		$4,666,757.00	$0.00	$4,451,069.66	(4,451,069.66)	#DIV/0!	$4,794,514.00	
EXPENDITURES								
100.512100	Elementary Salaries	1,115,952.00		1,124,100.89	(1,124,100.89)	#DIV/0!	1,205,552.00	
100.512200	Elementary Benefits	315,702.00		315,701.98	(315,701.98)	#DIV/0!	316,190.00	
100.512300	Elementary Purchased Services				-	#DIV/0!		
100.512400	Elementary Supplies	18,646.00		22,648.51	(22,648.51)	#DIV/0!	24,565.00	
100.512500	Elementary Capital Outlay			161.37	(161.37)	#DIV/0!	161.00	
100.512600	Elementary Debt Retirement				-	#DIV/0!		
100.512700	Elementary Insurance				-	#DIV/0!		
100.515100	Secondary Salaries	929,536.25		924,732.04	(924,732.04)	#DIV/0!	925,435.00	
100.515200	Secondary Benefits	252,424.00		252,423.93	(252,423.93)	#DIV/0!	252,478.00	
100.515300	Secondary Purchased Services				-	#DIV/0!		
100.515400	Secondary Supplies	53,412.00		39,911.22	(39,911.22)	#DIV/0!	61,730.00	

NORTH STAR CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.515500	Secondary Capital Outlay	1,800.00		(1.43)	1.43	#DIV/0!		
100.515600	Secondary Debt Retirement				-	#DIV/0!		
100.515700	Secondary Insurance				-	#DIV/0!		
100.517100	Alternative School Program Salaries				-	#DIV/0!		
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	145,500.00		144,717.07	(144,717.07)	#DIV/0!	148,727.00	
100.521200	Exceptional Child Benefits	45,302.00		45,301.98	(45,301.98)	#DIV/0!	46,109.00	
100.521300	Exceptional Child Purchased Services				-	#DIV/0!	307.00	
100.521400	Exceptional Child Supplies	3,299.00		1,757.71	(1,757.71)	#DIV/0!	1,451.00	
100.521500	Exceptional Child Capital Outlay	814.00		798.00	(798.00)	#DIV/0!	798.00	
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				-	#DIV/0!		
100.531200	Interscholastic Program Benefits				-	#DIV/0!		
100.531300	Interscholastic Program Purchased Services				-	#DIV/0!		
100.531400	Interscholastic Program Supplies				-	#DIV/0!		
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!		

August 12, 2014

NORTH STAR CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
100.541700	Summer School Program Insurance				-	#DIV/0!		

August 12, 2014

NORTH STAR CHARTER SCHOOL --- GENERAL 100 FUND

ACCOUNT	DESCRIPTION	ORIGINAL BUDGET	AMENDED / WORKING BUDGET	FYTD ACTIVITY	UNRECEIVED / UNEXPENDED BALANCE	FYTD %	PROJECTED YEAR-END	NOTES
Subtotals:	**Instruction**	2,882,387.25	-	2,872,253.27	(2,872,253.27)	#DIV/0!	2,983,503.00	
100.611100	Attendance-Guidance-Health Salaries				-	#DIV/0!		
100.611200	Attendance-Guidance-Health Benefits				-	#DIV/0!		
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!	10,801.00	
100.616300	Special Services Program Purchased Services	40,095.00		37,502.00	(37,502.00)	#DIV/0!	38,354.00	
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	7,896.00		10,638.13	(10,638.13)	#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	909.00		611.93	(611.93)	#DIV/0!	108.00	
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	50,000.00		50,734.52	(50,734.52)	#DIV/0!	51,185.00	
100.631400	Board of Education Program Supplies	37,048.00		34,553.72	(34,553.72)	#DIV/0!	73,583.00	
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!		

August 12, 2014

NORTH STAR CHARTER SCHOOL --- 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	347,846.00		290,255.44	(290,255.44)	#DIV/0!	316,177.00	
100.632200	District Administration Program Benefits	92,252.00		59,546.45	(59,546.45)	#DIV/0!	65,799.00	
100.632300	District Administration Program Purchased Services	86,113.00		67,565.86	(67,565.86)	#DIV/0!	68,435.00	
100.632400	District Administration Program Supplies	13,930.00		19,910.49	(19,910.49)	#DIV/0!	23,187.00	
100.632500	District Administration Program Capital Outlay	70,924.00		92,546.63	(92,546.63)	#DIV/0!	95,523.00	
100.632600	District Administration Program Debt Retirement			(10.00)	10.00	#DIV/0!	(10.00)	
100.632700	District Administration Program Insurance				-	#DIV/0!		
100.641100	School Administration Program Salaries				-	#DIV/0!		
100.641200	School Administration Program Benefits				-	#DIV/0!		
100.641300	School Administration Program Purchased Services				-	#DIV/0!		
100.641400	School Administration Program Supplies				-	#DIV/0!		
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				-	#DIV/0!		
100.651200	Business Operation Program Benefits				-	#DIV/0!		
100.651300	Business Operation Program Purchased Services				-	#DIV/0!		
100.651400	Business Operation Program Supplies				-	#DIV/0!		
100.651500	Business Operation Program Capital Outlay				-	#DIV/0!		
100.651600	Business Operation Program Debt Retirement				-	#DIV/0!		
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 Retirment				-	#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	27,360.00		25,528.12	(25,528.12)	#DIV/0!	30,788.00	
100.661200	Buildings - Care Program Benefits	2,093.00		6,005.76	(6,005.76)	#DIV/0!	7,839.00	
100.661300	Buildings - Care Program Purchased Services	58,605.00		60,917.87	(60,917.87)	#DIV/0!	65,053.00	
100.661400	Buildings - Care Program Supplies			8,229.01	(8,229.01)	#DIV/0!	9,729.00	
100.661500	Buildings - Care Program Capital Outlay				-	#DIV/0!		
100.661600	Buildings - Care Program Debt Retirement				-	#DIV/0!		
100.661700	Buildings - Care Program Insurance	39,042.00		37,071.50	(37,071.50)	#DIV/0!	38,980.00	

NORTH STAR CHARTER SCHOOL --- 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	24,212.00		17,508.18	(17,508.18)	#DIV/0!	21,657.00	
100.664400	Maintenance - Student Occupied Supplies			11,312.86	(11,312.86)	#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				-	#DIV/0!		
100.665400	Maintenance - Grounds Supplies	15,115.00			-	#DIV/0!	12,313.00	
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				-	#DIV/0!		
100.667400	Security Program Supplies				-	#DIV/0!		
100.667500	Security Program Capital Outlay				-	#DIV/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	412,093.00		391,800.11	(391,800.11)	#DIV/0!	391,796.00	
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				-	#DIV/0!		
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!		

NORTH STAR CHARTER SCHOOL --- 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**	1,325,533.00	-	1,222,228.58	(1,222,228.58)	#DIV/0!	1,321,297.00	
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 Nutirition 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				-	#DIV/0!		
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	32,000.00			-	#DIV/0!	37,099.00	
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!		

August 12, 2014

NORTH STAR CHARTER SCHOOL --- 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				-	#DIV/0!		
100.912500	Interest Capital Outlay				-	#DIV/0!		
100.912600	Interest Debt Retirement				-	#DIV/0!		
100.913500	Refunded Debt Capital Outlay				-	#DIV/0!		
100.913600	Refunded Debt - Debt Retirement				-	#DIV/0!		
Subtotals:	**Non-Instruction**	32,000.00	-	-	-	#DIV/0!	37,099.00	
100.920000	Transfers Out	386,219.00		560,000.00	(560,000.00)	#DIV/0!	405,000.00	
100.950000	Contingency Reserve	40,617.75			-	#DIV/0!		
Subtotals:	**Other**	426,836.75	-	560,000.00	(560,000.00)	#DIV/0!	405,000.00	
TOTAL GENERAL FUND EXPENDITURES		$4,666,757.00	$0.00	$4,654,481.85	($4,654,481.85)	#DIV/0!	$4,746,899.00	
TOTAL GENERAL FUND REVENUES OVER EXPENDITURES		**$0.00**	**$0.00**	**($203,412.19)**			**$47,615.00**	
	BEGINNING FUND BALANCE (July 1, 2013)	$172,444.00	$172,444.00	$172,444.00			$172,444.00	
	CHANGES IN FUND BALANCE	$0.00	$0.00	($203,412.19)			$47,615.00	
	ENDING FUND BALANCE AS OF _____	**$172,444.00**	**$172,444.00**	**($30,968.19)**			**$220,059.00**	

Idaho Public Charter School Commission
Charter Petition: Budget Assumptions

School Name: NORTH STAR CHARTER SCHOOL

Revenue

Explanations Related to Key Revenue Line Items (required)

[Please insert rows as needed]

	FY14 (Current)	FY15	FY16	FY17	
Line Item	**Amount**	**Amount**	**Amount**	**Amount**	**Assumptions / Details / Sources**
State Support	4438030	4697270	4741584	4791658	Estimated enrollment & support units: 929 enrollment
OTHER	356483	327857	384248	451735	FY14 46.8; FY15 51.0; FY16 49.5; FY17 49.5 UNITS
REVENUE TOTALS	4794513	5025127	5125832	5243393	

Expenses by Category & Budget

Staffing (required)

[Please insert rows as needed]

CERTIFIED STAFF	FY14 (Current)		FY15		FY16		FY17		
Classroom Teachers	**FTE**	**Amount**	**FTE**	**Amount**	**FTE**	**Amount**	**FTE**	**Amount**	**Assumptions / Details / Sources**
ELEMENTARY	19.5	1073400	23	901053	23	887812	23	937970	
SECONDARY	23.22	914892	15	1151083	15	1185615	15	1197471	
Classroom Teacher Subtotals		1988292		2013036		2073427		2135441	Average Classroom Size:
Special Education	**FTE**	**Amount**	**FTE**	**Amount**			**FTE**	**Amount**	**Assumptions / Details / Sources**
SPED TEACHERS	2	71101	2	68381	2	70432	2	71136	
Special Education Subtotals									Anticipated % Special Education Students:
Other Certified Staff	**FTE**	**Amount**	**FTE**	**Amount**			**FTE**	**Amount**	**Assumptions / Details / Sources**
ADMIN	3	127735	3	201000	3	201503	3	202006	
Other Certified Staff Subtotals									

CERTIFIED STAFF TOTALS									

CLASSIFIED STAFF	FY14 (Current)		FY15		FY16		FY17		
Position	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	Assumptions / Details / Sources
PARA/SUBS		142695		206970		207487		208006	
ADMIN/FRONT OFFICE		188442		264860		278422		279118	
CLASSIFIED STAFF TOTALS									

BENEFITS	FY14 (Current)		FY15		FY16		FY17		
Position	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	Assumptions / Details / Sources
CERTIFIED/CLASSIFIED		680576		761842		798707		805997	
BENEFITS TOTALS									

Board of Directors (required)

[Please insert rows as needed]

	FY14 (Current)	FY15	FY16	FY17	
Line Item	Amount	Amount	Amount	Amount	Assumptions / Details / Sources
LEGAL/AUDIT/MISC	124768	37569	38320	39087	
BOARD TOTALS					

Educational Program / Curriculum (required)

[Please insert rows as needed]

	FY14 (Current)	FY15	FY16	FY17	
Line Item	Amount	Amount	Amount	Amount	Assumptions / Details / Sources
Supplies/misc	89121	72550	73833	75141	
Sped contracted services	38354	40897	41715	42549	
IB Fees	10801	15908	26248	26773	

EDUC PROGRAM TOTALS				

Technology (required)

[Please insert rows as needed]

	FY14 (Current)	FY15	FY16	FY17	
Line Item	**Amount**	**Amount**	**Amount**	**Amount**	**Assumptions / Details / Sources**
technology	94863	29842	30439	31048	
TECHNOLOGY TOTALS					

Facilities Details (required if not provided w/ facilities information)

[Please insert rows as needed]

	FY14 (Current)	FY15	FY16	FY17	
Line Item	**Amount**	**Amount**	**Amount**	**Amount**	**Assumptions / Details / Sources**
SALARIES	30788	30772	32310	33926	
BENEFITS	7839	9231	9255	9278	
Maint/supplies	18316	41293	43358	45526	
FACILITIES TOTALS					

Utilities (required if not provided w/ facilities information)

[Please insert rows as needed]

	FY14 (Current)	FY15	FY16	FY17	
Line Item	**Amount**	**Amount**	**Amount**	**Amount**	**Assumptions / Details / Sources**
Gas/electric/water/sewer	56466	59777	60973	62192	
communications	14948	18111	18473	18843	
UTILITIES TOTALS					

Transportation (optional)

[Please insert rows as needed]

	FY14 (Current)	FY15	FY16	FY17	
Line Item	**Amount**	**Amount**	**Amount**	**Amount**	**Assumptions / Details / Sources**
transportation	391796	390884	398701	406675	
TRANSPORATION TOTALS					

Other Expenses (optional)

[Please insert rows as needed]

	FY14 (Current)	FY15	FY16	FY17	
Line Item	**Amount**	**Amount**	**Amount**	**Amount**	**Assumptions / Details / Sources**
Insurance	38980	39823	40619	41432	
Building alterations	37099	96000	33600	33600	
MISC	77325	88202	94920	90990	
OTHER EXPENSES TOTALS					

Narrative (Budgets & Cash Flow)

[If there is any additional information that you feel will be valuable for us to know in reviewing any of your budgets or your cash flow, please provide it here.]

Appendix K: Financial Three Year Budget

North Star Charter School

Five Year Pro Forma - 6/30/19 -1st Pass

H look up Rows			Pro Forma Sort Code	GL Budget Sort Code			Approved Budget 2013-14 appv'd 6/22/13	Approved Budget 2014-15 appv'd 6/30/14	Preliminary Three Year Plan: Year 1 6/30/16 Note	%	$	Year 2 7/1/17 Note	%	$	Year 3 7/1/18 Note	%	$
1																	
2			*map to budget summary*														
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11						**G/L by line item:**											
12						**REVENUE:**											
13	1	9.00	900.00	17.00		Earnings on investments	0	0		0%	0		0.0%	0		0.0%	0
14	2	7.00	100.00	8.00		Donations/contributions	47,500	0		-100%	0		0.0%	0		0.0%	0
15	3	7.00	100.00	16.00		Capital campaign donations	0	0		0%	0		0.0%	0		0.0%	0
16	4	8.00		14.00		Sale of capital assets	0	0		0%	0		0.0%	0		0.0%	0
17	5	3.00	900.00	14.00		Title Vib	50,000	51,000		2%	52,020		2.0%	53,060		2.0%	54,121
18	6	8.00	900.00	14.00		Fund raising	0	0		0%	0		0.0%	0		0.0%	0
19	7	8.00	900.00	14.00		Reading naturally	0	0		0%	0		0.0%	0		0.0%	0
20	8	34.00				Athletic Department Fund	0	0		0%	0		0.0%	0		0.0%	0
		34.50				Other Funds	0	0		0%	0		0.0%	0		0.0%	0
20	8	4.00	400.00	13.00		Transportation support	300,000	265,801		68%	265,801		68.0%	271,117		68.0%	276,539
21	9					bus days											
22						**Total Local Revenue**	397,500	316,801			**317,821**			**324,177**			**330,660**
23																	
24	10	1.00	300.00	5.00	4,431,468.72	State apportionment	3,580,459	3,891,737		1.0%	3,930,654		1.0%	3,969,961		1.0%	4,009,660
25	11	2.00	300.00	6.00		State benefit allocation	482,379	539,732		0%	545,129		0.0%	550,580		0.0%	556,086
26	12	5.00	600.00	15.00		Gifted/talented	0	0		0%	0		0.0%	0		0.0%	0
27	13	5.00	600.00	15.00		State IRI - reading	0	0		0%	0		0.0%	0		0.0%	0
28	14	5.00	600.00	15.00		State technology grant	0	0		0%	0		1.0%	0		1.0%	0
29	15	5.00	600.00	15.00		Other state revenue	206,419	276,857		20%	332,229		20.0%	398,675		20.0%	478,410
30	16	1.00	999.00			ARRA Funds	0	0		0%	0		0.0%	0		0.0%	0
31						**Total State Revenue**	4,269,257	4,708,326			**4,808,012**			**4,919,216**			**5,044,156**
32																	
33						**TOTAL REVENUE**	4,666,757	5,025,127			**5,125,833**			**5,243,393**			**5,374,817**
34																	

North Star Charter School

Five Year Pro Forma - 6/30/19 -1st Pass

H look up Rows				Pro Forma	GL Budget		Approved Budget 2013-14 appv'd 6/22/13	Approved Budget 2014-15 appv'd 6/30/14	Preliminary Three Year Plan: Year 1 6/30/16 Note	%	$	Year 2 7/1/17 Note	%	$	Year 3 7/1/18 Note	%	$
1				Sort Code	Sort Code												
2				*map to*	*budget summary*												
35						**ELEMENTARY PROGRAM**											
36																	
37	9	17	12.00	1.00	23.00	Salaries - Certified salaries - elementary	998,569	861,953	0.29	3%	887,812		1.0%	937,970		1.0%	947,349
38	7	18	14.00	1.00	25.00	Wages - Classified staff - elementary	113,727	115,627		0%	115,916		0.3%	116,206		0.3%	116,497
39	8	19	14.00	1.00	25.00	Wages - Substitute teachers - elementary	3,656	3,665		0%	3,674		0.3%	3,683		0.3%	3,692
40	9.5	20	15.00	2.00	27.00	Persi/sick - elementary	116,675	102,544	#REF!	3%	105,620		1.0%	106,676		1.0%	107,743
41	9.5	21	15.00	2.00	27.00	FICA/med - elementary	83,760	73,615		3%	75,824		1.0%	76,582		1.0%	77,348
42	9.5	22	16.00	2.00	28.00	Group insurance - elementary	103,422	90,896		10%	99,986		1.0%	100,986		1.0%	101,995
43	9.5	23	16.00	2.00	27.00	ID retirement sick leave - elementary	11,845	10,410		3%	10,723		1.0%	10,830		1.0%	10,938
44	9	24	12.00			Reductions to MSD pay levels		39,100									
45						**Total Elem personnel expenses**	1,431,654	1,297,811			1,299,554			1,352,933			1,365,563
46																	
47	6	25	19.00	7.00	29.00	Supplies - elementary	14,123	16,405		2%	16,734		2.0%	17,068		2.0%	17,410
48	6	26	19.00	7.00	29.00	Annuals - students reimbursements	0	0		2%	0		2.0%	0		2.0%	0
49	6	27		7.00	29.00	Other local (gifts)	0	0		2%	0		2.0%	0		2.0%	0
50	6	28		2.00	29.00	Parent fundraiser expenses	0	0		2%	0		2.0%	0		2.0%	0
51	6	29	23.00	7.00	38.00	Music lab - elementary	514	524		2%	535		2.0%	545		2.0%	556
52	6	30	20.00	7.00	39.00	Science lab - elementary	340	347		2%	354		2.0%	361		2.0%	368
53	6	31	21.00	12.00	32.00	Equipment - elementary - PE	866	883		2%	901		2.0%	919		2.0%	937
54	6	32	18.00	8.00	37.00	Textbooks - elementary	328	6,835		2%	6,971		2.0%	7,111		2.0%	7,253
55	6	33	22.00	7.00	45.00	IDLA classes	2,475	2,525		2%	2,575		2.0%	2,626		2.0%	2,679
56	6	34	22.50	7.00	45.00	IDHW - net SPED Expense	0	0		2%	0		2.0%	0		2.0%	0
57	6	35	21.00	12.00	32.00	Equipment - elementary -playground	0	0		2%	0		2.0%	0		2.0%	0
58	6	36	21.00	12.00	32.00	Equipment - elementary	0	0		2%	0		2.0%	0		2.0%	0
59		37															
60						**Total Elem operating expenses**	18,646	27,519			28,069			28,631			29,203
61																	
62						**Total Elem School Expense**	1,450,300	1,325,330			1,327,624			1,381,564			1,394,766
63																	
66						**SECONDARY PROGRAM**											
67																	
68	9	38	12.00	1.00	23.00	Salaries - Certified salaries - secondary	914,892	1,151,083	0.29	3.0%	1,185,615		1.0%	1,197,471		1.0%	1,209,446
	7	39	14.00	1.00	25.00	Wages - Classified staff - secondary	9,644	12,525		0%	12,556		0.3%	12,588		0.3%	12,619
69	8	39	14.00	1.00	25.00	Wages - Substitute teachers - secondary	5,000	5,013		0%	5,025		0.3%	5,038		0.3%	5,050
70	9.5	40	15.00	2.00	27.00	Persi/sick - secondary	95,988	120,809		3%	124,433		1.0%	125,678		1.0%	126,934
71	9.5	41	15.00	2.00	27.00	FICA/med - secondary	68,623	86,368		3%	88,959		1.0%	89,849		1.0%	90,747
72	9.5	42	16.00	2.00	28.00	Group insurance - secondary	78,092	98,285		10%	108,114		1.0%	109,195		1.0%	110,287
73	9.5	43	16.00	2.00	27.00	ID retirement sick leave - secondary	9,721	12,235		3%	12,602		1.0%	12,728		1.0%	12,855
74		44	12.00			Reductions to MSD pay levels		0									
75						**Total Second. personnel expenses**	1,181,960	1,486,317			1,537,304			1,552,546			1,567,939
76																	
77	6.5	45	19.00	7.00	29.00	Supplies - secondary	21,179	23,603		2%	24,075		2.0%	24,556		2.0%	25,047
78	6.5	1	19.00	7.00	29.00	PSAT	0	0		2%	0		2.0%	0		2.0%	0
78	6.5	46	23.00	7.00	38.00	Music lab - secondary	1,999	2,039		2%	2,080		2.0%	2,121		2.0%	2,164
79	6.5	47	20.00	7.00	39.00	Science lab - secondary	1,229	1,254		2%	1,279		2.0%	1,304		2.0%	1,330
80	6.5	48	18.00	8.00	37.00	Textbooks - secondary	3,605	11,177		1%	11,233		0.5%	11,289		0.5%	11,346
81	6.5	49	21.00	12.00	32.00	Equipment - secondary	1,800	1,836		2%	1,873		2.0%	1,910		2.0%	1,948
82	6.5	50	22.00	12.00	33.00	IB expense	25,400	15,908		65%	26,248		2.0%	26,773		2.0%	27,309
83		51															
84						**Total Second. operating expenses**	55,212	55,816			66,787			67,954			69,144
85																	
						Total Second. School Expense	1,237,172	1,542,133			1,604,091			1,620,500			1,637,083

North Star Charter School

Five Year Pro Forma - 6/30/19 -1st Pass

H look up Rows				Pro Forma Sort Code	GL Budget Sort Code		Approved Budget 2013-14 appv'd 6/22/13	Approved Budget 2014-15 appv'd 6/30/14	Preliminary Three Year Plan: Year 1 6/30/16 Note	%	$	Year 2 7/1/17 Note	%	$	Year 3 7/1/18 Note	%	$
1																	
2				*map to*	*budget summary*												
87																	
						SPECIAL EDUCATION PROGRAM											
			12.00			Salaries - Certified salaries -SPED	71,101	68,381	0.29	3%	70,432		1.0%	71,136		1.0%	71,848
			14.00			Wages - Classified - SPED	74,399	70,140		0%	70,315		0.3%	70,491		0.3%	70,667
			15.00			Persi/sick - SPED	15,231	14,500		3%	14,935		1.0%	15,085		1.0%	15,236
			15.00			FICA/med - SPED	11,131	10,597		3%	10,915		1.0%	11,024		1.0%	11,134
			16.00			Group insurance - SPED	17,389	16,555		10%	18,210		1.0%	18,392		1.0%	18,576
			16.00			ID retirement sick leave - SPED	1,551	1,477		3%	1,521		1.0%	1,536		1.0%	1,551
			12.00			Reductions to MSD pay levels	0	0									
						Total SPED. personnel expenses	190,802	181,650			**186,329**			**187,665**			**189,013**
			33.00			Legal Services - SPED	0	0		2%	0		2.0%	0		2.0%	0
			19.00			Supplies - SPED	3,077	3,139		2%	3,201		2.0%	3,265		2.0%	3,331
			19.00			Training - SPED	0	0		2%	0		2.0%	0		2.0%	0
			18.00			Textbooks - SPED	222	226		2%	231		2.0%	236		2.0%	240
			22.50			Special contracted services	40,095	40,897		2%	41,715		2.0%	42,549		2.0%	43,400
			21.00			Equipment - SPED	814	830		2%	847		2.0%	864		2.0%	881
						Total SPED operating expenses	44,208	45,092			**45,994**			**46,914**			**47,852**
						Total SPED School Expense	235,010	226,742			**232,323**			**234,579**			**236,865**
90						**INSTRUCTIONAL IMPROVEMENT**											
91	6.6	52	22.00	15.00	42.00	Dues/ fees & travel	7,896	1,000		2%	1,020		2.0%	1,040		2.0%	1,061
92		53															
93						**Total Instruct. Improve.**	7,896	1,000			**1,020**			**1,040**			**1,061**
94																	
95						**LIBRARY**											
96	6.7	54	19.00	7.00	29.00	Supplies - library	0	0		2%	0		2.0%	0		2.0%	0
97	6.7	55	18.00	7.00	37.00	Books - Library	909	927		2%	946		2.0%	965		2.0%	984
98	6.7	56	18.00	7.00	29.00	Cap Campaign donation expense	0	0		2%	0		2.0%	0		2.0%	0
99						**Total Library**	909	927			**946**			**965**			**984**
100																	
101						**BOARD OF TRUSTEES**											
102	7	57	31.00	11.00	40.00	Board of Tr. - Legal	40,000	10,000		2.0%	10,200		2.0%	10,404		2.0%	10,612
103	7	58	31.00	11.00	43.00	Board of Tr. Audit	10,000	11,500		2.0%	11,730		2.0%	11,965		2.0%	12,204
104	7	59	31.00	14.00	44.00	Legal pub/advertisement	1,048	1,069		2.0%	1,090		2.0%	1,112		2.0%	1,134
105	7	60	31.00	11.00	46.00	Board misc. expenses	36,000	15,000		2.0%	15,300		2.0%	15,606		2.0%	15,918
106		61															
107						**Total Board of Ed expenses**	87,048	37,569			**38,320**			**39,087**			**39,868**
108																	
109						**DISTRICT ADMINISTRATION**											
110	3	62	13.00	3.00	24.00	Salaries - Admin	141,136	201,000	0.29	0%	201,503		0.3%	202,006		0.3%	202,511
111	3.3	63	13.00	3.00	24.00	Salaries - sec/clerk/admin	206,710	264,860	0.29	0%	278,422		0.3%	279,118		0.3%	279,816
112	3.5	64	15.00	4.00	27.00	Persi/sick - Admin	38,338	51,345		0%	51,473		0.3%	51,602		0.3%	51,731
113	3.5	65	15.00	4.00	27.00	FICA/med - Admin	26,993	36,151		0%	36,241		0.3%	36,332		0.3%	36,423
114	3.5	66	13.00	5.00		Purchased services/admin	0	0		0%	0		0.3%	0		0.3%	0
115	3.5	67	16.00	4.00	28.00	Group insurance - Admin	23,016	30,825		10%	33,907		1.0%	34,246		1.0%	34,589
116	3.5	68	16.00	4.00	27.00	ID retirement sick leave - Admin	3,905	5,230		0%	5,243		0.3%	5,256		0.3%	5,269
117	3.5	69	24.00	10.00	45.00	Staff development - Admin	48,242	48,363		0%	48,484		1.0%	48,968		1.0%	49,458
118		70															
						Total Admin personnel expense	488,340	637,773			**655,273**			**657,529**			**659,797**

North Star Charter School

Five Year Pro Forma - 6/30/19 -1st Pass

H look up Rows				Pro Forma	GL Budget			Approved Budget 2013-14 appv'd 6/22/13	Approved Budget 2014-15 appv'd 6/30/14	Preliminary Three Year Plan: Year 1 6/30/16 Note	%	$	Year 2 7/1/17 Note	%	$	Year 3 7/1/18 Note	%	$
1				Sort Code	Sort Code													
2				*map to budget summary*														
120						12,558.00												
121	7.1	71	27.00	16.00	34.00	0.78	Communications (phone & internet)	17,756	18,111		2%	18,473		2.0%	18,843		2.0%	19,220
122	7.1	72	31.00	13.00	32.00	9,795.24	Website	1,795	6,831		2%	11,968		-50.0%	5,984		2.0%	6,103
123	7.1	73	35.00	15.00	46.00		Travel	0	0		2%	0		2.0%	0		2.0%	0
124	7.1	74	26.00	22.00	26.00	0.00	Contracted services - Admin	12,225	1,800		2%	1,836		2.0%	1,873		2.0%	1,910
125	7.1	75	31.00				Marketing	6,095	10,000		10%	11,000		10.0%	12,100		10.0%	13,310
126	7.1	76	19.00	6.00	29.00		Supplies - Admin	13,930	20,209		2%	20,613		2.0%	21,025		2.0%	21,446
127	7.1	77	35.00	15.00	46.00		Recruitment expense	0	0		2%	0		2.0%	0		2.0%	0
128	7.1	78	21.00	12.00	32.00		Equipment - Admin	0	0		2%	0		2.0%	0		2.0%	0
129	7.1	79	27.00	12.00	33.00		Technology/computer equip - Admin	70,924	29,842		2%	30,439		2.0%	31,048		2.0%	31,669
130	7.1	80	34.00	99.00	41.00		Bank service charges	0	0		2%	0		2.0%	0		2.0%	0
131	7	81	30.00	24.00	36.00		Insurance - D&O											
132		82																
133						58,977.71	**Total Admin operating expenses**	122,725	86,793			**94,329**			**90,872**			**93,658**
134																		
135							**Total District Admin expenses**	611,065	724,566			**749,602**			**748,401**			**753,455**
136																		
137							**BUILDING CARE (Facility)**											
138																		
139	5.1	83	12.00	19.00	23.00		Salaries - facility	27,360	30,772		5%	32,310		5%	33,926		5%	35,622
140	5.2	84	15.00	19.00	27.00		Persi/sick - facility	0	3,693		0%	3,702		0.3%	3,711		0.3%	3,720
141		85	15.00	19.00	27.00		FICA/med - facility	2,093	2,462		0%	2,468		0.3%	2,474		0.3%	2,480
142		86	16.00	19.00	28.00		Group insurance - facility	0	3,077		0%	3,085		0.3%	3,093		0.3%	3,100
143		87																
144							**Total Facility personnel expense**	29,453	40,003			**41,565**			**43,203**			**44,923**
145																		
146	5.3	88	29.00	17.00	30.00		Equipment lease	0	0		2%	0		2.0%	0		2.0%	0
147	5.4	89	25.00	20.00	34.00		Utilities (gas & electric)	40,718	41,532		2%	42,363		2.0%	43,210		2.0%	44,074
148	5.4	90	25.00	20.00	34.00		Utilities (water & sewer)	17,887	18,245		2%	18,610		2.0%	18,982		2.0%	19,361
149	5.5	91	28.00	25.00	31.00		Main/grounds expense	0	0		2%	0		2.0%	0		2.0%	0
150		92	19.00	23.00	29.00		Supplies - custodial	0	0		2%	0		2.0%	0		2.0%	0
151	5.6	93	30.00	24.00	36.00		Insurance - Liability	22,990	23,450		2%	23,919		2.0%	24,397		2.0%	24,885
152	5.7	94	30.00	24.00	36.00		Insurance - property & casualty	0	0		2%	0		2.0%	0		2.0%	0
153		95																
154							**Total subtotal**	81,595	83,227			**84,891**			**86,589**			**88,321**
155																		
156		96	30.00				Employee insurance expense	0	0		2%	0		2.0%	0		2.0%	0
157	7.7	97	30.00	24.00	36.00		Insurance - workers' comp	16,052	16,373		2%	16,701		2.0%	17,035		2.0%	17,375
158		98	30.00	24.00	36.00		Insurance - FUI & SUI	0	0		2%	0		2.0%	0		2.0%	0
159																		
160							**Total employee insurance expense**	16,052	16,373			**16,701**			**17,035**			**17,375**
161																		
162							**Total building care (facility)**	127,100	139,603			**143,157**			**146,827**			**150,619**
163																		
164							**MAINTENANCE**											
165	5.5	99	19.00	25.00	31.00		Supplies - building repairs & maintenance	24,212	25,423		5%	26,694		5.0%	28,028		5.0%	29,430
			28.00				Building alterations	32,000	96,000		35%	33,600		35.0%	33,600		5.0%	35,280
166		100	28.00	25.00	31.00		Grounds expense	15,115	15,871		5%	16,664		5.0%	17,498		5.0%	18,372
167		101						0	0		5%	0		5.0%	0		5.0%	0
168							**Total maintenance**	71,327	137,293			**76,958**			**79,126**			**83,082**

August 12, 2014

North Star Charter School

Five Year Pro Forma - 6/30/19 -1st Pass

H look up Rows				Pro Forma	GL Budget			Approved Budget 2013-14 appv'd 6/22/13	Approved Budget 2014-15 appv'd 6/30/14	Preliminary Three Year Plan: Year 1 6/30/16 Note	%	$	Year 2 7/1/17 Note	%	$	Year 3 7/1/18 Note	%	$
1				Sort Code	Sort Code													
2				map to budget summary														
170							TRANSPORTATION		0									
171	2	102	17.00	26.00	35.00		Contracted services - transportation	412,093	390,884		2%	398,701		2.0%	406,675		2.0%	414,809
172		103	34.00				Miscellaneous	0	0		0%	0		0.0%	0		0.0%	0
			34.50				Other Funds	0	0		0%	0		0.0%	0		0.0%	0
173						42,126.00												
174						**379,134.00**	**Total transportation**	412,093	390,884			**398,701**			**406,675**			**414,809**
175																		
176							**TOTAL EXPENSES**	4,239,920	4,526,047			**4,572,742**			**4,658,764**			**4,712,593**
177																		
178							**NET SURPLUS (DEFICIT) before debt service**	426,837	499,080			**553,091**			**584,629**			**662,224**
179																		
180	1	104	**36.00**				**Debt Service (P+I)**	386,219	481,036			494,379			496,241			492,760
							NET SURPLUS (DEFICIT)	40,618	18,044			**58,712**			**88,388**			**169,464**

North Star Charter School

Five Year Pro Forma - 6/30/19 -1st Pass

H look up Rows	Pro Forma Sort Code	GL Budget Sort Code		Approved Budget 2013-14 appv'd 6/22/13	Approved Budget 2014-15 appv'd 6/30/14	Preliminary Three Year Plan: Year 1 6/30/16 Note	%	$	Year 2 7/1/17 Note	%	$	Year 3 7/1/18 Note	%	$
1														
2	map to budget summary													
			Student Data											
			Budget Enrollment	965	965	984			984			984		
			Current Enrollment	981	981	981			981			981		
			ADA	942	942	944			944			944		
			ADA Attendence %	96%	96%	96%			96%			96%		
			UNITS	0.00	50.25	52.49			52.49			52.49		
			Revenue per Student ADA	*4,363*	*4,697*	*5,428*			*5,552*			*5,691*		
			% Change											
			SUMMARY											
			Beginning											
			Receipts:											
			Total funding	4,619,257	5,025,127	2%	5,125,833		2%	5,243,393		3%	5,374,817
			Total other sources	47,500	0	######	0		######	0		#DIV/0!	0
			Total Receipts	4,666,757	5,025,127	2%	5,125,833		2%	5,243,393		3%	5,374,817
			Disbursements:											
			Compensation and benefits:											
			Certified Salaries	2,011,922	2,151,288	1%	2,176,169		3%	2,240,503		1%	2,264,265
			Admin & Office Salaries	347,846	465,860	3%	479,925		0%	481,124		0%	482,327
			Para Salaries	206,426	206,970	0%	207,487		0%	208,006		0%	208,526
			Total Staff compensation	2,566,194	2,824,117	1%	2,863,580		2%	2,929,633		1%	2,955,118
			Comp change %	*55%*	*56%*		*56%*			*56%*			*55%*
			Benefits - FICA & Persi	458,832	502,084	2%	514,571		1%	519,013		1%	523,497
			Benefits - Health, Dental, Life	248,941	268,990	9%	293,390		1%	296,262		1%	299,162
			Total staff expense	3,273,967	3,595,191	2%	3,671,542		2%	3,744,908		1%	3,777,777
				70%	*72%*		*72%*			*71%*			*70%*
			Total classroom/teaching expens	625,348	615,232	4%	637,307		2%	650,201		2%	663,387
				13%	*12%*		*12%*			*12%*			*12%*
			Total facility expenses	206,625	221,401	-27%	161,986		2%	165,053		3%	169,887
				4%	*4%*		*3%*			*3%*			*3%*
			Total administrative expenses	133,980	94,223	8%	101,907		-3%	98,602		3%	101,542
				3%	*2%*		*2%*			*2%*			*2%*
			Total Disbursements	4,239,920	4,526,048	1%	4,572,742		2%	4,658,764		1%	4,712,593
			Operating Surplus (deficit)	426,837	499,079	11%	553,090		6%	584,628		13%	662,223
				9%	*10%*		*11%*			*11%*			*12%*
			Debt service ratio	111%	104%		112%			1			1
			Debt Service	386,219	481,036	3%	494,379		0%	496,241		-1%	492,760
				40,618	18,044	225%	58,711		51%	88,388		92%	169,464

North Star Charter School

Five Year Pro Forma - 6/30/19 -1st Pass

H look up Rows	Pro Forma Sort Code	GL Budget Sort Code		Approved Budget 2013-14 appv'd 6/22/13	Approved Budget 2014-15 appv'd 6/30/14	Preliminary Three Year Plan: Year 1 6/30/16 Note	%	$	Year 2 7/1/17 Note	%	$	Year 3 7/1/18 Note	%	$
1														
2	*map to budget summary*													
			DETAIL											
			Beginning Cash											
			Funding sources:											
1			**Foundation Payment**	3,580,459	3,891,737		1%	3,930,654		1%	3,969,961		1%	4,009,660
2			**Benefits Allocation**	482,379	539,732		1%	545,129		1%	550,580		1%	556,086
3			**Fed Title Vib**	50,000	51,000		2%	52,020		2%	53,060		2%	54,121
4			**Transportation Allocation**	300,000	265,801		0%	265,801		2%	271,117		2%	276,539
5			**Other State Revenue**	206,419	276,857		20%	332,229		20%	398,675		20%	478,410
			Total funding	4,619,257	5,025,127		2%	**5,125,833**		2%	**5,243,393**		3%	**5,374,817**
			Other revenue sources:											
6			**Grants**	0	0		######	0		#DIV/0!	0		#DIV/0!	0
7			**Consumable fees**	47,500	0		######	0		#DIV/0!	0		#DIV/0!	0
8			**Local Revenue**	0	0		######	0		#DIV/0!	0		#DIV/0!	0
9			**Earnings on Investments**	0	0		######	0		#DIV/0!	0		#DIV/0!	0
34			**Athletic Department Fund**	0	0		######	0		#DIV/0!	0		#DIV/0!	0
34.5			**Other Funds**	0	0		######	0		#DIV/0!	0		#DIV/0!	0
			Total other revenue sources	47,500	0		######	**0**		#DIV/0!	**0**		#DIV/0!	**0**
			Total Receipts	4,666,757	5,025,127		2%	**5,125,833**		2%	**5,243,393**		3%	**5,374,817**
			Compensation and benefits:											
12			**Certified Salaries**	2,011,922	2,151,288		1%	2,176,169		3%	2,240,503		1%	2,264,265
13			**Admin & Office Salaries**	347,846	465,860		3%	479,925		0%	481,124		0%	482,327
14			**Para Salaries**	206,426	206,970		0%	207,487		0%	208,006		0%	208,526
			Total Staff compensation	2,566,194	2,824,117		1%	2,863,580		2%	2,929,633		1%	2,955,118
			Comp change %											
15			**Benefits - FICA & Persi**	458,832	502,084		2%	514,571		1%	519,013		1%	523,497
16			**Benefits - Health, Dental, Life**	248,941	268,990		9%	293,390		1%	296,262		1%	299,162
			Total staff expense	3,273,967	3,595,191		2%	**3,671,542**		2%	**3,744,907**		1%	**3,777,776**
			Classroom/ teaching expense:											
17			**Transportation**	412,093	390,884		2%	398,701		2%	406,675		2%	414,809
18			**Textbooks**	5,064	19,165		1%	19,381		1%	19,600		1%	19,823
19			**Supplies**	76,521	88,778		3%	91,316		3%	93,943		3%	96,663
20			**Science**	1,569	1,600		2%	1,632		2%	1,665		2%	1,698
21			**Equipment**	3,480	3,550		2%	3,621		2%	3,693		2%	3,767
22			**Dues/Fees -IB/ICSN**	35,771	19,433		54%	29,843		2%	30,440		2%	31,049
22.5			**IDHW - Net SPED expense**	40,095	40,897		2%	41,715		2%	42,549		2%	43,400
23			**Music**	2,513	2,563		2%	2,615		2%	2,667		2%	2,720
24			**Staff Development - IB**	48,242	48,363		0%	48,484		1%	48,968		1%	49,458
			Total classroom/teaching expens	625,348	615,232		4%	**637,307**		2%	**650,201**		2%	**663,387**

August 12, 2014

North Star Charter School

Five Year Pro Forma - 6/30/19 -1st Pass

H look up Rows	Pro Forma Sort Code	GL Budget Sort Code		Approved Budget 2013-14 appv'd 6/22/13	Approved Budget 2014-15 appv'd 6/30/14	Preliminary Three Year Plan: Year 1 6/30/16 Note	%	$	Year 2 7/1/17 Note	%	$	Year 3 7/1/18 Note	%	$
1														
2	*map to budget summary*													
			Facility expenses											
25			**Utilities**	58,605	59,777		2%	60,973		2%	62,192		2%	63,436
26			**Contracted Services**	12,225	1,800		2%	1,836		2%	1,873		2%	1,910
27			**Technology**	88,680	47,954		2%	48,913		2%	49,891		2%	50,889
28			**Facilities**	47,115	111,871		-55%	50,264		2%	51,098		5%	53,652
29			**Property Lease**	0	0		######	0		#DIV/0!	0		#DIV/0!	0
			Total facility expenses	206,625	221,401		-27%	**161,986**		2%	**165,053**		3%	**169,887**
			Administrative expenses											
30			**Insurance**	39,042	39,823		2%	40,619		2%	41,432		2%	42,260
31			**Legal Pub/Advertisement**	94,938	54,400		13%	61,288		-7%	57,171		4%	59,282
32			**CPA Expense/Audit Fee**	0	0		######	0		#DIV/0!	0		#DIV/0!	0
33			**Legal - SPED**	0	0		######	0		#DIV/0!	0		#DIV/0!	0
35			**Travel**	0	0		######	0		#DIV/0!	0		#DIV/0!	0
			Total administrative expenses	133,980	94,223		8%	**101,907**		-3%	**98,602**		3%	**101,542**
			Total Disbursements	4,239,920	4,526,047		1%	**4,572,742**		2%	**4,658,764**		1%	**4,712,593**
			Operating Surplus (deficit)	426,837	499,080		11%	**553,091**		6%	**584,629**		13%	**662,224**
				9%	10%			**11%**			**11%**			**12%**
			Debt service ratio	1	1			1		5%	1		####	1
36			**Debt Service**	386,219	481,036		3%	494,379		0%	496,241		0.0%	492,760
			Net Surplus (deficit)	40,618	18,044		225%	**58,712**		51%	**88,388**		####	**169,464**

APPENDIX L: FINANCIAL CASH FLOW BUDGET

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
REVENUE														
414100	Tuition													
415000	Earnings on Investments													
416100	School Food Service													
416200	Meal Sales - non reimbursable													
416900	Other Food Sales													
417100	Admissions / Activities													
417200	Bookstore Sales													
417300	Clubs / Organization Dues, etc.													
417400	School Fees & Charges													
417900	Other Student Revenue													
418100	Community Services													
419100	Rentals													
419200	Contributions/Donations													
419300	Transportation Fees													
419900	Other Local Revenue	51,000											51,000	
431100	Base Support	3,891,737	104,338	1,945,868			778,347			778,347			389,174	
431200	Transportation Support	265,801	82,078	90,372			36,149			36,149			103,131	
431400	Exceptional Child Support													
431600	Tuition Equivalency													
431800	Benefit Apportionment	539,732	14,470	269,886			107,946			107,946			35,973	
431900	Other State Support													
432100	Driver Education Program													
432400	Professional Technical Program													
437000	Lottery / Addtl State Maintenance													
439000	Other State Revenue	346,746				15,000	15,000	15,000	15,000	15,000	75,000	15,000	6,746	175,000
442000	Indirect Unrestricted Federal													
443000	Direct Restricted Federal													
445100	Title I													
445200	Title VI													
445300	Perkins III - Vocational Technical													
445500	Child Nutrition Reimbursement													
445600	Title VI-B													
445900	Other Indirect Restricted Federal													
448200	Impact Aid													
451000	Proceeds: Bonds, Cap Leases, etc													
N/A	OTHER Revenue (any funds not included above)													
TOTAL REVENUES		$5,095,016	$200,886	$2,306,126	$0	$15,000	$937,442	$15,000	$15,000	$937,442	$75,000	$15,000	$586,024	$175,000

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
EXPENDITURES														
Instruction / Educational Program														
512100	Elementary Salaries	1,020,345	88,528	85,029	85,029	85,029	85,029	85,029	85,029	85,029	85,029	85,029	85,029	85,029
512200	Elementary Benefits	277,466	25,806	23,122	23,122	23,122	23,122	23,122	23,122	23,122	23,122	23,122	23,122	23,122
512300	Elementary Purchased Services													
512400	Elementary Supplies	27,519	182		6,071	6,071	3,321	1,107	4,964	3,324	1,107	1,107	448	
512500	Elementary Capital Outlay													
512600	Elementary Debt Retirement													
512700	Elementary Insurance													
515100	Secondary Salaries	1,168,620	74,966	97,385	97,385	97,385	97,385	97,385	97,385	97,385	97,385	97,385	97,385	97,385
515200	Secondary Benefits	317,697	21,852	26,475	26,475	26,475	26,475	26,475	26,475	26,475	26,475	26,475	26,475	26,475
515300	Secondary Purchased Services													
515400	Secondary Supplies	53,980	28,403			9,287	7,287	4,008	2,869	5,869	4,046	2,869	2,869	1,277
515500	Secondary Capital Outlay	1,836			3,000	389	389	233	156	156	156	156	156	47
515600	Secondary Debt Retirement													
515700	Secondary Insurance													
517100	Alternative School Program Salaries													
517200	Alternative School Program Benefits													
517300	Alternative School Program Purchased Services													
517400	Alternative School Program Supplies													
517500	Alternative School Program Capital Outlay													
517600	Alternative School Program Debt Retirement													
517700	Alternative School Program Insurance													
521100	Exceptional Child Salaries	138,521	5,505	11,543	11,543	11,543	11,543	11,543	11,543	11,543	11,543	11,543	11,543	11,543
521200	Exceptional Child Benefits	43,129	1,605	3,594	3,594	3,594	3,594	3,594	3,594	3,594	3,594	3,594	3,594	3,594
521300	Exceptional Child Purchased Services													
521400	Exceptional Child Supplies	3,365				1,226	250	250	500	1,000	139			
521500	Exceptional Child Capital Outlay	830					430			400				
521600	Exceptional Child Debt Retirement													
521700	Exceptional Child Insurance													
524100	Gifted and Talented Program Salaries													
524200	Gifted and Talented Program Benefits													
524300	Gifted and Talented Program Purchased Services													
524400	Gifted and Talented Program Supplies													
524500	Gifted and Talented Program Capital Outlay													
524600	Gifted and Talented Program Debt Retirement													
524700	Gifted and Talented Program Insurance													
531100	Interscholastic Program Salaries													
531200	Interscholastic Program Benefits													
531300	Interscholastic Program Purchased Services													
531400	Interscholastic Program Supplies													
531500	Interscholastic Program Capital Outlay													
531600	Interscholastic Program Debt Retirement													
531700	Interscholastic Program Insurance													

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
532100	School Activity Program Salaries													
532200	School Activity Program Benefits													
532300	School Activity Program Purchased Services													
532400	School Activity Program Supplies													
532500	School Activity Program Capital Outlay													
532600	School Activity Program Debt Retirement													
532700	School Activity Program Insurance													
541100	Summer School Program Salaries													
541200	Summer School Program Benefits													
541300	Summer School Program Purchased Services													
541400	Summer School Program Supplies													
541500	Summer School Program Capital Outlay													
541600	Summer School Program Debt Retirement													
541700	Summer School Program Insurance													
Support Services														
611100	Attendance-Guidance-Health Salaries													
611200	Attendance-Guidance-Health Benefits													
611300	Attendance-Guidance-Health Purchased Services													
611400	Attendance-Guidance-Health Supplies													
611500	Attendance-Guidance-Health Capital Outlay													
611600	Attendance-Guidance-Health Debt Retirement													
611700	Attendance-Guidance-Health Insurance													
616100	Special Services Program Salaries													
616200	Special Services Program Benefits													
616300	Special Services Program Purchased Services	40,897	852		2,272	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292
616400	Special Services Program Supplies													
616500	Special Services Program Capital Outlay													
616600	Special Services Program Debt Retirement													
616700	Special Services Program Insurance													
621100	Instruction Improvement Salaries													
621200	Instruction Improvement Benefits													
621300	Instruction Improvement Purchased Services	1,000	83	83	83	83	83	83	83	83	83	83	83	83
621400	Instruction Improvement Supplies													
621500	Instruction Improvement Capital Outlay													
621600	Instruction Improvement Debt Retirement													
621700	Instruction Improvement Insurance													
622100	Educational Media Salaries													
622200	Educational Media Benefits													
622300	Educational Media Purchased Services													
622400	Educational Media Supplies	927	77	77	77	77	77	77	77	77	77	77	77	77
622500	Educational Media Capital Outlay													
622600	Educational Media Debt Retirement													
622700	Educational Media Insurance													

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
623100	Instruction-Related Technology Salaries													
623200	Instruction-Related Technology Benefits													
623300	Instruction-Related Technology Purchased Services													
623400	Instruction-Related Technology Supplies													
623500	Instruction-Related Technology Capital Outlay													
623600	Instruction-Related Technology Debt Retirement													
623700	Instruction-Related Technology Insurance													
631100	Board of Education Program Salaries													
631200	Board of Education Program Benefits													
631300	Board of Education Program Purchased Services	21,500	2,264	833	7,833	3,833	833	833	2,333	833	833	833	833	833
631400	Board of Education Program Supplies	16,069	50,599	1,000	1,000	1,000	4,000	1,000	1,000	1,000	1,000	1,000	1,000	1,500
631500	Board of Education Program Capital Outlay													
631600	Board of Education Program Debt Retirement													
631700	Board of Education Program Insurance													
632100	District Administration Program Salaries	465,860	38,822	38,822	38,822	38,822	38,822	38,822	38,822	38,822	38,822	38,822	38,822	38,822
632200	District Administration Program Benefits	123,550	10,296	10,296	10,296	10,296	10,296	10,296	10,296	10,296	10,296	10,296	10,296	10,296
632300	District Administration Program Purchased Services	85,105	5,237	7,092	7,092	7,092	7,092	7,092	7,092	7,092	7,092	7,092	7,092	7,092
632400	District Administration Program Supplies	20,209	3,193	1,684	1,684	1,684	1,684	1,684	1,684	1,684	1,684	1,684	1,684	1,684
632500	District Administration Program Capital Outlay	72,342	4,856	6,029	6,029	6,029	6,029	6,029	6,029	6,029	6,029	6,029	6,029	6,029
632600	District Administration Program Debt Retirement													
632700	District Administration Program Insurance													
641100	School Administration Program Salaries													
641200	School Administration Program Benefits													
641300	School Administration Program Purchased Services													
641400	School Administration Program Supplies													
641500	School Administration Program Capital Outlay													
641600	School Administration Program Debt Retirement													
641700	School Administration Program Insurance													
651100	Business Operation Program Salaries													
651200	Business Operation Program Benefits													
651300	Business Operation Program Purchased Services													
651400	Business Operation Program Supplies													
651500	Business Operation Program Capital Outlay													
651600	Business Operation Program Debt Retirement													
651700	Business Operation Program Insurance													
655100	Central Service Program Salaries													
655200	Central Service Program Benefits													
655300	Central Service Program Purchased Services													
655400	Central Service Program Supplies													
655500	Central Service Program Capital Outlay													
655600	Central Service Program Debt Retirment													
655700	Central Service Program Insurance													

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
656100	Administrative Technology Service Salaries													
656200	Administrative Technology Service Benefits													
656300	Administrative Technology Service Purchased Services													
656400	Administrative Technology Service Supplies													
656500	Administrative Technology Service Capital Outlay													
656600	Administrative Technology Service Debt Retirement													
656700	Administrative Technology Service Insurance													
661100	Buildings - Care Program Salaries	51,840	5,520	4,320	4,320	4,320	4,320	4,320	4,320	4,320	4,320	4,320	4,320	4,320
661200	Buildings - Care Program Benefits	15,552	1,296	1,296	1,296	1,296	1,296	1,296	1,296	1,296	1,296	1,296	1,296	1,296
661300	Buildings - Care Program Purchased Services	59,777	4,122	4,981	4,981	4,981	4,981	4,981	4,981	4,981	4,981	4,981	4,981	4,981
661400	Buildings - Care Program Supplies		1,500											
661500	Buildings - Care Program Capital Outlay													
661600	Buildings - Care Program Debt Retirement													
661700	Buildings - Care Program Insurance	39,823		1,954	3,591	3,591	3,591	3,591	3,591	3,591	3,591	3,591	3,591	3,591
663100	Maintenance - Non-Student Occupied Salaries													
663200	Maintenance - Non-Student Occupied Benefits													
663300	Maintenance - Non-Student Occupied Purchased Services													
663400	Maintenance - Non-Student Occupied Supplies													
663500	Maintenance - Non-Student Occupied Capital Outlay													
663600	Maintenance - Non-Student Occupied Debt Retirement													
663700	Maintenance - Non-Student Occupied Insurance													
664100	Maintenance - Student Occupied Salaries													
664200	Maintenance - Student Occupied Benefits													
664300	Maintenance - Student Occupied Purchased Services	25,423	4,149	3,000	3,000	3,000	3,000	1,500	1,500	1,500	3,000	1,500	1,500	1,500
664400	Maintenance - Student Occupied Supplies													
664500	Maintenance - Student Occupied Capital Outlay													
664600	Maintenance - Student Occupied Debt Retirement													
664700	Maintenance - Student Occupied Insurance													
665100	Maintenance - Grounds Salaries													
665200	Maintenance - Grounds Benefits													
665300	Maintenance - Grounds Purchased Services													
665400	Maintenance - Grounds Supplies	15,871	1,000	1,323	1,323	1,323	1,323	1,323	1,323	1,323	1,323	1,323	1,323	1,323
665500	Maintenance - Grounds Capital Outlay													
665600	Maintenance - Grounds Debt Retirement													
665700	Maintenance - Grounds Capital Insurance													
667100	Security Program Salaries													
667200	Security Program Benefits													
667300	Security Program Purchased Services													
667400	Security Program Supplies													
667500	Security Program Capital Outlay													
667600	Security Program Debt Retirement													
667700	Security Program Insurance													

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
681100	Pupil-to-School Transportation Salaries													
681200	Pupil-to-School Transportation Benefits													
681300	Pupil-to-School Transportation Purchased Services	390,884												
681400	Pupil-to-School Transportation Supplies													
681500	Pupil-to-School Transportation Capital Outlay													
681600	Pupil-to-School Transportation Debt Retirement													
681700	Pupil-to-School Transportation Insurance													
682100	Pupil-Activity Transportation Salaries													
682200	Pupil-Activity Transportation Benefits													
682300	Pupil-Activity Transportation Purchased Services													
682400	Pupil-Activity Transportation Supplies													
682500	Pupil-Activity Transportation Capital Outlay													
682600	Pupil-Activity Transportation Debt Retirement													
682700	Pupil-Activity Transportation Insurance													
683100	General Transportation Salaries													
683200	General Transportation Benefits													
683300	General Transportation Purchased Services													
683400	General Transportation Supplies													
683500	General Transportation Capital Outlay													
683600	General Transportation Debt Retirement													
683700	General Transportation Insurance													
691100	Other Support Services Program Salaries													
691200	Other Support Services Program Benefits													
691300	Other Support Services Program Purchased Services													
691400	Other Support Services Program Supplies													
691500	Other Support Services Program Capital Outlay													
691600	Other Support Services Program Debt Retirement													
691700	Other Support Services Program Insurance													
Non-Instruction														
710100	Child Nutrition Salaries													
710200	Child Nutrition Benefits													
710300	Child Nutrition Purchased Services													
710400	Child Nutirition Supplies													
710500	Child Nutrition Capital Outlay													
710600	Child Nutrition Debt Retirement													
710700	Child Nutrition Insurance													
720100	Community Services Program Salaries													
720200	Community Services Program Benefits													
720300	Community Services Program Purchased Services													
720400	Community Services Program Supplies													
720500	Community Services Program Capital Outlay													
720600	Community Services Program Debt Retirement													
720700	Community Services Program Insurance													

August 12, 2014

ACCOUNT	DESCRIPTION	Budgeted	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
730100	Enterprise Operations Program Salaries													
730200	Enterprise Operations Program Benefits													
730300	Enterprise Operations Program Purchased Services													
730400	Enterprise Operations Program Supplies													
730500	Enterprise Operations Program Capital Outlay													
730600	Enterprise Operations Program Debt Retirement													
730700	Enterprise Operations Program Capital Insurance													
810300	Capital Assets - Student Occupied Purchased Services													
810400	Capital Assets - Student Occupied Supplies													
810500	Capital Assets - Student Occupied Capital Outlay	96,000	37,099		80,000	16,000								
811300	Capital Assets - Non-Student Occupied Purchased Services													
811400	Capital Assets - Non-Student Occupied Supplies													
811500	Capital Assets - Non-Student Occupied Capital Outlay													
911500	Principal Capital Outlay													
911600	Principal Debt Retirement													
912500	Interest Capital Outlay													
912600	Interest Debt Retirement													
913500	Refunded Debt Capital Outlay													
913600	Refunded Debt - Debt Retirement													
N/A	Other Loan Payments & Obligations (line of credit, etc.)													
N/A	OTHER Costs (any not included above)													
TOTAL EXPENDITURES		$4,595,937	$417,812	$329,938	$429,918	$371,840	$350,544	$339,965	$344,356	$345,116	$341,315	$338,499	$337,840	$336,191

APPENDIX M
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

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

FORM H

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 _____

Professional Growth Plan Element	Resources/Options
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 "A Framework for Teaching"
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.

FORM I

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.

FORM A

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

FORM C

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				

FORM D

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?

FORM F

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?

FORM G

North Star Charter School
Summative Assessment Form

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.
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				

Administrator Comments:

Administrator's Signature _____ **Date** _____

Teacher's Signature _____Agree Y N_____**Date** _____

APPENDIX N
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
- <u>Suicide prevention</u>
- Response to Intervention
- North Star Essentials
- Character Counts Program
- <u>Love and Logic</u>

~~APPENDIX O~~

~~School Response Guideline for Suicide~~

~~IDAHO GUIDELINES FOR SUICIDE PREVENTION IN SCHOOLS~~

~~School personnel spend more time with our children than any other professionals and are thus in a valuable position, through appropriate knowledge and action, to prevent suicide among students.~~

~~IDAPA 08.02.03.160 states that "the State Board of Education rule requires that each school district adopt, and review annually, a comprehensive district-wide policy and procedure encompassing…7. Suicide Prevention…" among others. The following information is derived from best practices in school suicide prevention including, Madison Metropolitan School District guidelines; Maine Youth Suicide Prevention: Youth Suicide Prevention, Intervention & Postvention Guidelines, The Maine Youth Suicide Prevention Program, 2006; the California State Department of Education guidelines; the Florida Mental Health Institute guidelines; the Substance Abuse and Mental Health Services Administration; and the Idaho Schools and Suicide Work Group, a sub-committee of the Idaho Council on Suicide Prevention.~~

~~Suicide prevention in school settings may best be accomplished by a four-pronged approach:~~

~~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.~~

~~• 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.~~

~~• Do not present student suicide prevention training within six to twelve months of a completed suicide, depending the readiness of the school community. Continue postvention activities. See School Response Guidelines for Suicide and Sudden Death.~~

~~4. Screening: It is critical to follow up with students who are identified by the training or coursework as~~

~~Student Well-Being~~

~~As noted above, student well-being is multi-faceted and, in its entirety, beyond the scope of these guidelines. However, in addition to the importance of students' feelings of belongingness and capability, school climate is another critical element. School climate characterizes the norms of interaction throughout the school building and in the classroom. It refers to the "feel" of a school~~

~~and can vary from school to school within the same district. School climate is affected by the collective behavior and expectations, both formal and informal, of all staff, parents, stakeholders and students. A toxic school climate can have a profound impact on the emotional, physical and psychological health of students. Specific focus and effort on cultivating a supportive, respectful school climate through the implementation of a school-wide strategy, such as Positive Behavior Supports at www.pbis.org, is a key component to effective prevention measures.~~

~~Gatekeeper Training~~

~~Gatekeeper trainings are designed to raise awareness about suicide and suicide prevention. These prevention efforts target and benefit all citizens in a defined community, such as school, and provide basic information about suicide, the warning signs, and how to refer people to help. Gatekeeper trainings vary in length from very brief educational sessions to multiple day trainings. Programs may include classroom/lecture style information dissemination, small group discussion, use of videos with case studies, and/or participant scenario role plays. Many programs include combinations of these educational strategies.~~ **~~Remember that it is better to train youth separately from adults~~**~~. Gatekeeper training for identifying youth at risk for suicide should include:~~

~~• Data on suicide for the region and/or state~~
~~• How to talk to youth: Safe and appropriate language and messaging~~
~~• Risk and protective factors for youth~~
~~• Warning signs of suicide ideation in youth~~
~~• Protocols for seeking help for self and students~~
~~• Information about state statutes on responsibility, liability, and duty to warn~~
~~• Confidentiality issues~~
~~• Practice on responses to varying scenarios in the school building or on the grounds~~
~~• Protocol for dealing with suicidal students after school, on field trips or at school events~~

~~Gatekeeper training tools as well as a multitude of best practice prevention protocols are available on-line through www.sprc.org, www.afsp.org, or through your regional chapter of SPAN Idaho at www.spanidaho.org.~~

~~Student Training: Curriculum Concerns~~

~~• **Curriculum** for school-aged children must be **carefully chosen**; that is, it is based on best practices (fully researched) and age appropriate. See Suggested Web Site Resources~~
~~• Curriculum should **emphasize** the mental health model and iterate often that **help is available**, to the point of offering places and means to access that help.~~
~~• Curriculum needs to address the code of silence in peer groups and emphasize that suicide is not common.~~
~~• **Collaboration** between health education classes (or other appropriate classes) and student health services **is highly recommended** as the best way to implement curriculum into the classroom because of the sensitivity of the subject matter. The student support services personnel may serve mainly in the role of observer to notice the students' reactions to the lessons, and/or they may want to present a lesson or two while the teacher observes. Finally, share that the student services personnel are willing to help with any concerns students might have on suicide-related issues.~~
~~• **Suicidal behavior should not be normalized** by allowing students to think that death by suicide is common or a normal response to a stressful event. Instead, share the data about suicide while emphasizing that it is a permanent solution to a temporary problem, and that suicidal behavior usually occurs with a mental illness that is treatable (like depression). This is why we~~

~~train kids to respond appropriately to their peer's expressions of suicidal intent through the curricula.~~

~~• If any type of **assessment/scale** to evaluate the mental health issues of students is implemented as part of a curriculum, it is **imperative** that the teacher/student service provider **review these immediately**! Students may be at risk and there may also be a liability issue. Also, **parents/guardians must be notified** both before presentation of such an assessment and afterward be informed if their student(s) is at risk. See link to Guidelines for School-Based Suicide Intervention below.~~

~~• Because of the sensitivity and importance of this issue, the **curriculum** chosen might be **presented to school staff, to community agencies connected to youth and to parents/guardians or others who are in a position to follow up with students.** Again, parents/guardians should be alerted that the curriculum is being taught beforehand and invited to peruse it on-line or at this presentation. (Some ideas to accomplish this include back-to-school nights, through brochures sent home with students, or in the messages in the schools communication system.)~~

~~**Important Issues in Curriculum Delivery**~~

~~1. **Awareness of student issues**: Students who have experienced illnesses such as depression or have family members who have attempted or died by suicide may withdraw from the class discussion or make sarcastic comments about the topic. If the student seems upset or angry, please refer them immediately to appropriate student services personnel.~~

~~2. **Addressing cultural competence**: Suicide affects both genders and all races and ethnicities. Therefore, it is important to include the contributions, images, and experiences of diverse cultural groups in this unit of instruction. Also, be sure that the school has access to interpreters and community mental health services that have experience with cultures/ethnic groups represented in your school.~~

~~3. **Co-occurring suicide risk and substance abuse**: These issues are often interwoven with each other in youth. Alcohol and other drug abuse may add to the risk for suicide attempts. If you suspect this is an issue of concern, please consult with student services personnel in your school or a substance abuse counselor in your community before approaching this issue by yourself.~~

~~4. **Speakers and Assemblies**: Students who have attempted suicide should not be used as speakers as other students may identify with them or consider them as receiving extra attention. Because assemblies do not allow for easy identification of students who may be at risk, generally curriculum is best presented in small classroom settings.~~

~~For sample curricula, contact the State Department of Education student health personnel or visit~~

~~www.afsp.org, www.sprc.org, or www.samsha.gov.~~

~~Although students may be identified with suicide ideation in schools which do not have crisis plans or suicide prevention protocols in place, counselors, social workers, school nurses, and other school team members generally have been trained to deal with such crises. That said, **before implementing a school curriculum for suicide prevention, gatekeepers should be trained to identify students at risk** as the curriculum may enable students to identify themselves or others in need of help.~~

~~It is **not advised to present screening to all students at one time** as research shows that a hysterical effect may occur. Legal issues may arise as well unless parents/guardians have~~

~~consented to such screenings, and any identified students will have access to affordable, appropriate mental~~

~~Be sure that parents/guardians are informed if students do present suicide ideation and take immediate steps to protect these students from self-harm. See Guidelines for School-Based Suicide Intervention.~~

APPENDIX P
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**

Grades	Boys 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

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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** x ☐ **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** x☐ **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** x☐ **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** x☐ **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** x☐ **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** x☐ **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** x ☐ **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** x☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

2.3 The written curriculum:

a. prescribes content;
☐ **Met** x ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

b. integrates relevant school-wide learning expectations;
☐ **Met** x☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

c. includes subject-specific learning goals;
☐ **Met** x ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

d. suggests instructional strategies;
☐ **Met** x☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

e. suggests assessment techniques including the use of school-wide expectations for student learning.
☐ **Met** x☐ **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** x☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

2.5 The curriculum is appropriately integrated and emphasizes depth of understanding over breadth

of coverage.
☐ **Met** x☐ **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** x☐ **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** x☐ **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** x☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

2.9 The materials are up-to-date.
☐ **Met** x☐ **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** x☐ **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** x☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

2.12 Professional development activities support the development and implementation of the curriculum.
☐ **Met** x☐ **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** x☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

2.14 The school has a written policy statement concerning the selection of educational materials.
☐ **Met** x☐ **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** x ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

3.2 Teachers use a variety of instructional strategies to:

a. personalize instruction;
☐ **Met** x ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

b. make connections across disciplines;
☐ **Met** x ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

c. engage students as active learners;
☐ **Met** x ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

d. engage students as self-directed learners;
☐ **Met** x ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

e. involve students in higher order thinking;
☐ **Met** x ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

f. provide opportunities for students to apply knowledge or skills;
☐ **Met** x ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

g. promote student self-assessment and self-reflection;
☐ **Met** x ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

h. recognize diversity, multiculturalism, individual differences, and other prevalent unique characteristics of the student population.
☐ **Met** x ☐ **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** x ☐ **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** x ☐ **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** x ☐ **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** x☐ **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.
x☐ **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** x ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

4.5 Teachers base classroom assessment of student learning on school-wide and course-specific indicators.
☐ **Met** x☐ **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** x☐ **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** x☐ **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** x☐ **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** x☐ **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** x☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

4.11 Technology in the classroom is available and increases student performance.
☐ **Met** x☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

4.12 A record that documents the results of all students' performance is maintained.
☐ **Met** x☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

4.13 Results and analysis of assessment are used to drive curriculum and instruction.
☐ **Met** x☐ **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** x☐ **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** x☐ **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.
x☐ **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** x ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

5.5 Staff turnover does not impact school effectiveness.
☐ **Met** x☐ **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** x☐ **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** x☐ **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.
x☐ **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** x ☐ **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** x☐ **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** x☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

5.12 All school staff is involved in promoting the well-being and learning of students.
☐ **Met** x☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

5.13 Student success is regularly acknowledged, celebrated, and displayed.
☐ **Met** x☐ **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** x☐ **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** x☐ **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** x☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

5.17 The administration is significantly involved in the selection, assignment, and retention of personnel.
☐ **Met** x☐ **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** x☐ **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** x☐ **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** x ☐ **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** x☐ **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** x☐ **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** x☐ **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** x☐ **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** x ☐ **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.
x☐ **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** x ☐ **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** x☐ **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** x☐ **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;
x☐ **Met** ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
b. personal, career, and college counseling;
x☐ **Met** ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
c. student course selection assistance;
☐ **Met** x ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
d. collaborative outreach to community and area mental health agencies and social service providers;
x☐ **Met** ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**
e. appropriate support of special education services for students.
x☐ **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** x ☐ **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** x ☐ **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** x ☐ **Partially Met** ☐ **Not Presently Met**

6.15 The school has a crisis response plan that is tested and updated annually.
x☐ **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** x☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

8.2 Results of school improvement are identified, documented, used, and communicated to all stakeholders.
☐ **Met** x☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

8.3 The school improvement effort is externally validated on a periodic basis.
☐ **Met** x☐ **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** x☐ **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** x ☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

b. Developing strategies that are designed to improve student performance.
☐ **Met** x☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

c. Implementing those strategies.
☐ **Met** x☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

d. Monitoring the process.
☐ **Met** x☐ **Substantially Met** ☐ **Partially Met** ☐ **Not Presently Met**

e. Evaluating the process to ensure that success has been attained.
☐ **Met** x☐ **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.

Part 4 Findings

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 no 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

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.

APPENDIX Q
Student Handbook

North Star Charter School

2014-2015

STUDENT-PARENT HANDBOOK

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North Star Charter School
839 N. Linder Rd.
Eagle, Idaho 83616
Office: (208) 939-9600
Fax: (208) 939-6090

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:

Return to your Teacher!

☐ 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)

PARENT NAME **PARENT SIGNATURE** **DATE**

STUDENT NAME **STUDENT SIGNATURE** **GRADE**

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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 1st – 6th 9:15 – 3:45 7th – 12th 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 1st 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

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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

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VISION STATEMENT

Building an environment of respect, compassion and critical thinking that inspires civic leadership.

Values

- 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.

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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 schools 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.

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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.

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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 additional, 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.

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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

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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.

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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

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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,

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- 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

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- 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.

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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.

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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.

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 devise 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 an 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.

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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.

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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

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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

1st Semester	*2nd Semester*
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

1st Semester	*2nd Semester*
English	English
Biology	Biology
Math	Math
Macro Economics	Micro Economics
Health	Fitness
Spanish 2	Spanish 2
Leadership	Leadership
Government	Government

11th Grade

1st Semester	*2nd Semester*
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

1st Semester	*2nd Semester*
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

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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

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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.

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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 a 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.

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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.

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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

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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).

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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:

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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 staring, 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.

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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.

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- 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.

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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 R
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.

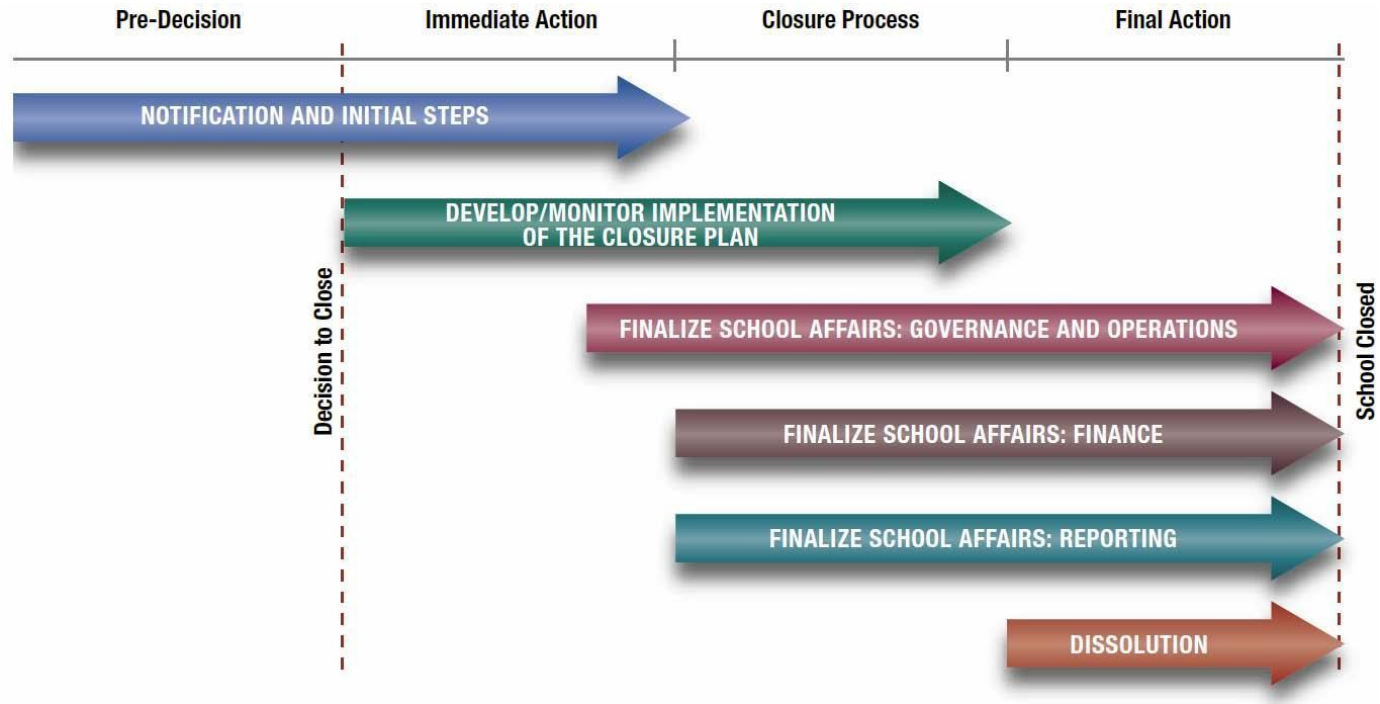
Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes 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: **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: • 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: • 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: **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			

Send Additional and Final Notifications **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: • 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			

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: • 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: **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. **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. **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 **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 **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: • 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: • 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: • 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: • 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: • 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) ▫ 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. ▫ Boxes should be packed, closed, taped, and *clearly* labeled with name(s) and/or number(s) corresponding to the inventory. ▫ PCSC walk-though 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 **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 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: • 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: • 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) **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) **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: • 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: **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 S
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.

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 T: New Board Election Process

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.

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 *and* 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

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	☐ **Cory Jakobson** ☐ **Jeet Kumar** ☐ **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

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. <u>You can only select one Candidate for each seat.</u> 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 thePostal 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 ballet 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 pallet. 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 will 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 ally 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.

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.

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 **N/A**
Appendix B: Charter **School needs to provide clean copy of final, approved version**
Appendix C: Pre-Opening Requirements **N/A**
Appendix D: Articles of Incorporation and Bylaws
Appendix E: Board Roster
Appendix F: School Performance Framework
Appendix G: Authorizer Policies
Appendix H: Enrollment Policy **School needs to confirm the statement committing to comply with statute and administrative rule.**
Appendix I: Public Charter School Closure Protocol
Appendix J: Attendance Area Map

Appendix A: Conditions of Authorization / Renewal

North Star Charter School, Inc.
Date

No conditions of authorization or renewal are applicable.

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.

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 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 1st Year Cash Flow	Update the 1st 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 1st 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.

Appendix D: Articles of Incorporation and Bylaws

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

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.

Not withstanding 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

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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:

Name	Address
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

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

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@cableone.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@cableone.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			

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 much 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

Measure 1a
Overall Star Rating

Is the school meeting acceptable standards according to existing state grading or rating systems?

	Result (Stars)	Points Possible	Points Earned
Exceeds Standard: School received five stars on the Star Rating System	5	25	
Meets Standard: School received three or four stars on the Star Rating System	4	20	
Does Not Meet Standard: School received two stars on the Star Rating System	3	15	
Falls Far Below Standard: School received one star on the Star Rating System	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?

	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
ISAT / SBA % Proficiency
Reading

Are students achieving reading 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

Measure 2b
ISAT / SBA % Proficiency
Math

Are students achieving math 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

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
						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

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 99th percentile.
Meets Standard: The school's Median SGP in reading falls between the 43rd and and 65th percentile.

Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in reading falls below the 30th percentile.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

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 99th percentile.
Meets Standard: The school's Median SGP in math falls between the 43rd and and 65th percentile.

Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in math falls below the 30th percentile.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

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 99th percentile.

Meets Standard: The school's Median SGP in language arts falls between the 43rd and and 65th percentile.

Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile.
Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th percentile.

Notes

Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
	57-75	18	66-99	34	0.00
	38-56	18	43-65	23	0.00
	20-37	18	30-42	13	0.00
	0-19	19	1-29	29	0.00
					0.00

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.
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.

Falls Far Below Standard: School earned fewer than 30% of possible points in SRS Accountability Area 3.

Notes

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
					0.00

INDICATOR 4: COLLEGE AND CAREER READINESS

		Result	Points Possible	Points Earned
Measure 4a Advanced Opportunity Coursework	**Are students participating successfully in advance opportunity 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**

		Result	Points Possible	Points Earned
Measure 4b1 College Entrance Exam Results	**Does students' performance on college entrance exams reflect college readiness?**			
	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**

		Result	Points Possible	Points Earned
Measure 4b2 College Entrance Exam Results	**Does students' performance on college entrance exams reflect college readiness?**			
	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**

		Result (Percentage)	Possible Overall	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 4c Graduation Rate	**Are students graduating from high school?**						
	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**

	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:**			
				0.00
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.			

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	
				0.00
Notes				

		Result	Points Possible	Points Earned
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	
	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				

		Result	Points Possible	Points Earned
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	
	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 treatement 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				

		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 hte service of ELL students; compliance with native languagecommunication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accomodations on assessments; exiting of students from ELL services; an d 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

		Result	Points Possible	Points Earned
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 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				

		Result	Points Possible	Points Earned
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 audits; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

GOVERNANCE AND REPORTING

		Result	Points Possible	Points Earned
Measure 3a **Governance Requirements**	**Is the school complying with governance requirements?**			
	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				

		Result	Points Possible	Points Earned
Measure 3b	**Is the school complying with reporting requirements?**			
Reporting Requirements				
	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	
				0.00
Notes				

INDICATOR 4: STUDENTS AND EMPLOYEES

		Result	Points Possible	Points Earned
Measure 4a **Student Rights**	**Is the school protecting the rights of all students?**			
	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 recruitement 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				

		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	
				0.00
Notes				

		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	
				0.00
Notes				

		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	
				0.00
Notes				

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 occupance 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	
				0.00
Notes				

		Result	Points Possible	Points Earned
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	
				0.00
Notes				

		Result	Points Possible	Points Earned
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	
				0.00
Notes				

	ADDITIONAL OBLIGATIONS	Result	Points Possible	Points Earned
Measure 6a Additional Obligations	**Is the school complying with all other obligations?**			
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely 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 contractural requirements contained in its charter contract that are not otherwise explicitely stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00
Notes				

INDICATOR 1: NEAR-TERM MEASURES

		Result	Points Possible	Points Earned
Measure 1a **Current Ratio**	**Current Ratio: Current Assets divided by Current Liabilities**			
	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). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*		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				

		Result	Points Possible	Points Earned
Measure 1b **Unrestricted Days Cash**	**Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)**			
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*		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				

		Result	Points Possible	Points Earned
Measure 1c **Enrollment Variance**	**Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget**			
	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				

		Result	Points Possible	Points Earned
Measure 1d **Default**	**Default**			
	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				

INDICATOR 2: SUSTAINABILITY MEASURES

		Result	Points Possible	Points Earned
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**			
	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. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.*		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	
Notes				**0.00**

		Result	Points Possible	Points Earned
Measure 2b **Debt to Asset Ratio**	**Debt to Asset Ratio: Total Liabilities divided by Total Assets**			
	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**

		Result	Points Possible	Points Earned
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**		**0**	
	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. *Note: Schools in their first or second year of ooperation must have positive cash flow.*		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				**0.00**

		Result	Points Possible	Points Earned
Measure 2d **Debt Service Coverage Ratio**	**Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)**			
	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	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 fo 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%**

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 liklihood 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 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.

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.

Appendix I: Public Charter School Closure Protocol

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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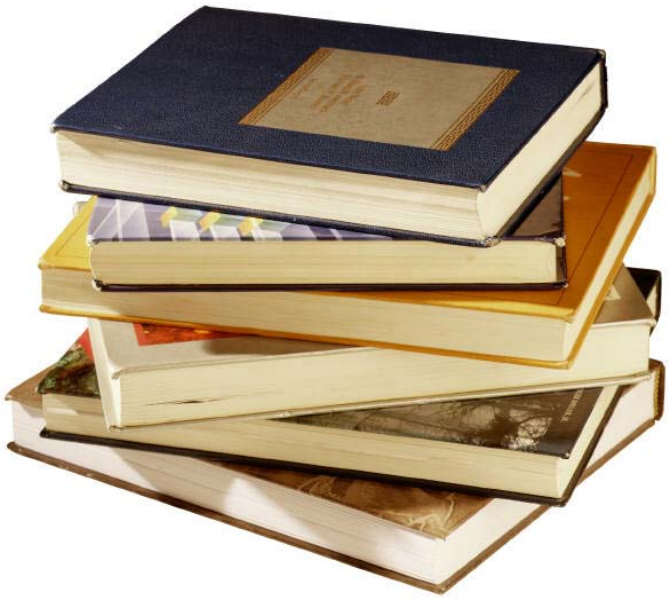


Introduction

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.

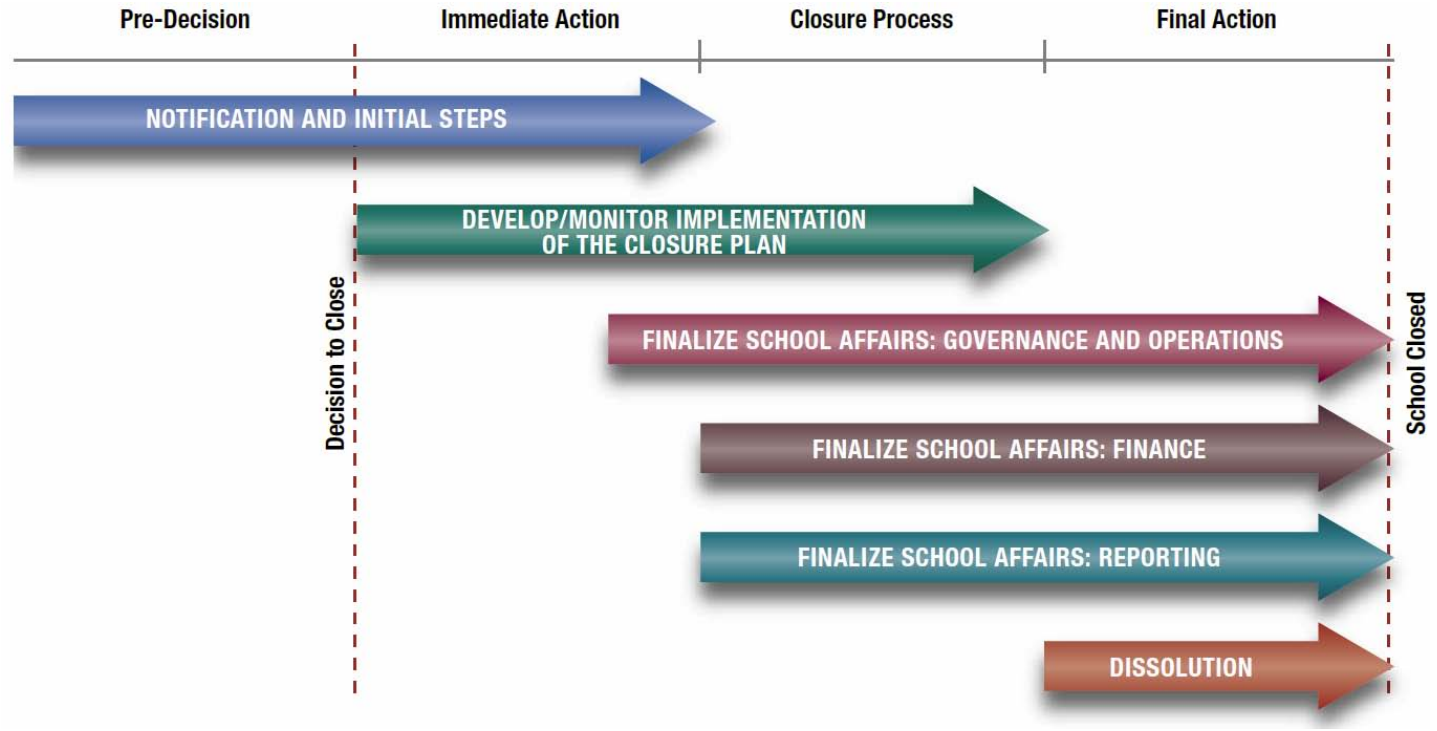
Endnotes

[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: **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: • 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: • 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: **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			

Send Additional and Final Notifications **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: • 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			

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: • 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: **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. **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. **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 **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 **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: • 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: • 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: • 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: • 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: • 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) ➢ 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. ➢ Boxes should be packed, closed, taped, and *clearly* labeled with name(s) and/or number(s) corresponding to the inventory. ➢ PCSC walk-though 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 **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 **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: • 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: • 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) **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) **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: • 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: **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			

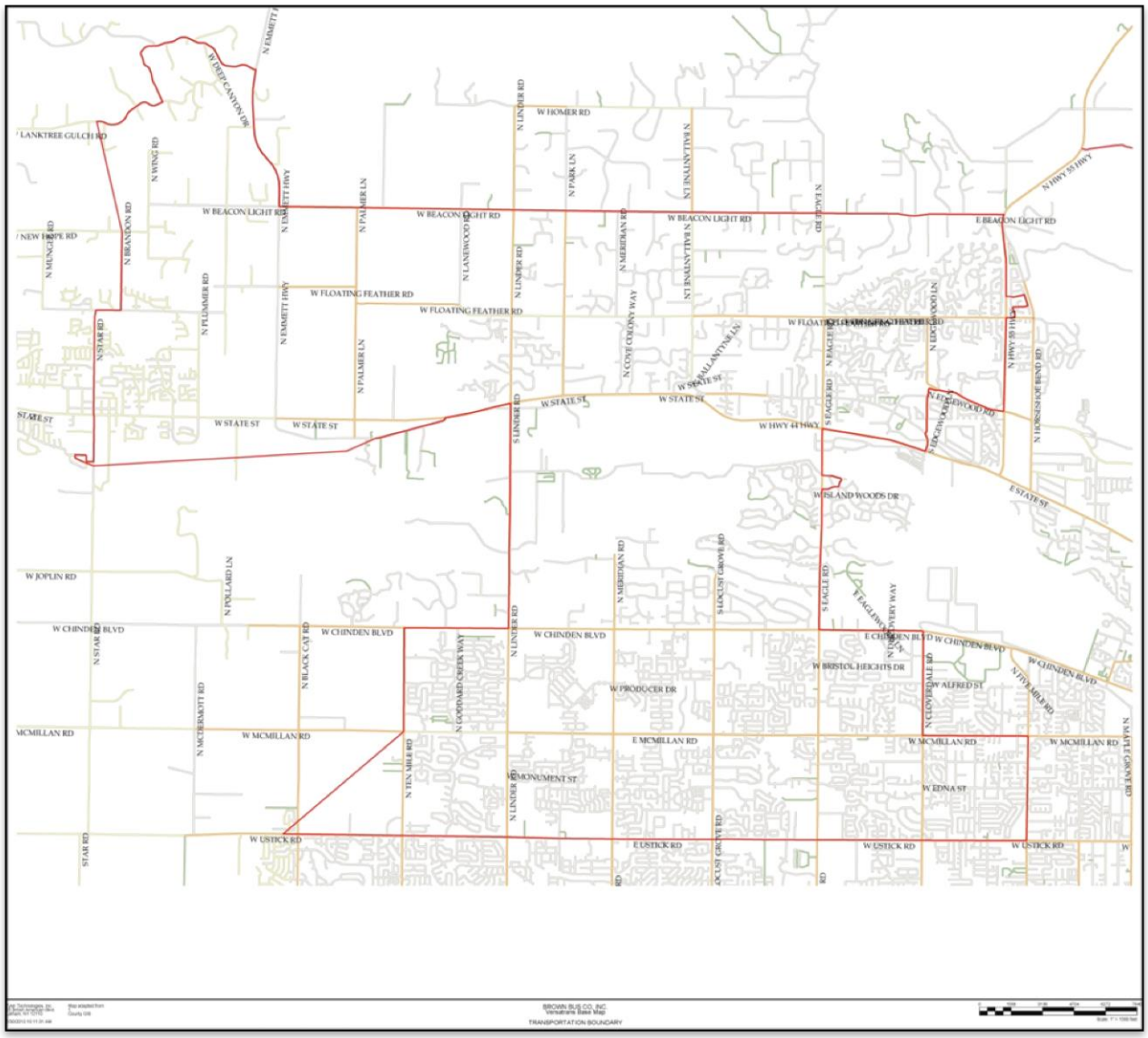
"If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. 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 J: Attendance Area Map

PRIMARY ATTENDANCE AREA



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.

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-Goverance 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.

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 edition[2]. 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 program[4] – 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.).

Service[7]

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 contribute~~s~~ 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.~~

~~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.~~

~~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'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[8]. As recommended by the Idaho Core Standards, North Star Charter School implements and utilizes a novel-based~~

~~[8] "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 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~~

~~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 ones 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

Core of Instruction	46 credits
Electives	18 credits
Total Credits	64 credits
Language Arts	9 credits *English: 8 credits, Speech: 1 credit*
Mathematics	8 credits *2 credits must be taken in last year of high school*
Science	8 credits *4 credits must be lab classes*
Social Studies ***US History, Economics, and American Government***	10 credits
Humanities ***Foreign Language***	8 credits
Health	1 credit
Physical Education	2 credits
Post-Secondary Readiness Plan	4- Year Learning Plan at end of 8th 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 9th 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 ~~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.	**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.	**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.

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.

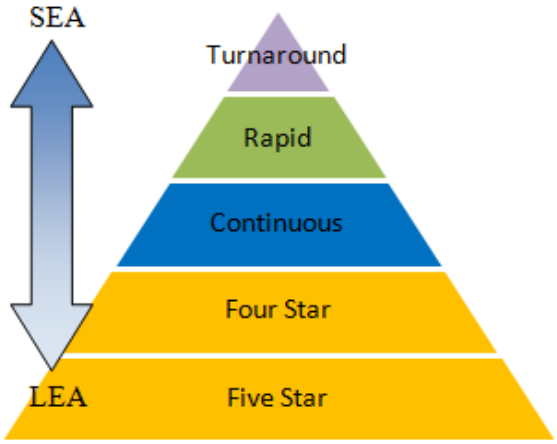
ACCOUNTABILITY AND SCHOOL IMPROVEMENT

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 responsibility 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.

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.northstarcharter.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 it 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.

*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 1st Year Cash Flow	Update the 1st 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 1st 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 50l(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 pa y 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	Address
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 8360

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

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

Effective as of November 21, 2013

ARTICLE 1
OFFICES

Section I.I 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 50I(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 50l(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 (I0) 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 1[51] to June 30[1] h.

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 I0.1 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
Vacant	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 much 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	Points Earned
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

		Result	Points Possible	Points Earned
Measure 1b	**Is the school meeting state designation expectations as set forth by state and federal accountability systems?**			
State Designations				
	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

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2a	**Are students achieving reading proficiency on state examinations?**						
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	0.00
							0.00

Notes

		Result (Percentage)	Points Possible	Possible in this Range	Percentile Targets	Percentile Points	Points Earned
Measure 2b	**Are students achieving math proficiency on state examinations?**						
ISAT / SBA % Proficiency 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

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 66th and 99th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in reading falls between the 43rd and and 65th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in reading falls between the 30th and 42th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in reading falls below the 30th 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 66th and 99th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in math falls between the 43rd and and 65th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in math falls between the 30th and 42th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in math falls below the 30th 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 66th and 99th percentile.		57-75	18	66-99	34	0.00
	Meets Standard: The school's Median SGP in language arts falls between the 43rd and and 65th percentile.		38-56	18	43-65	23	0.00
	Does Not Meet Standard: The school's Median SGP in language arts falls between the 30th and 42th percentile.		20-37	18	30-42	13	0.00
	Falls Far Below Standard: The school's Median SGP in language arts falls below the 30th 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

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			
	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**

MISSION-SPECIFIC GOALS

Measure 1	Is the school ***?	Result	Weight	Score
	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 treatement 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
	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 hte service of ELL students; compliance with native languagecommunication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accomodations 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

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	
				0.00

Notes

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:		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	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 recruitement 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

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	
				0.00
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	
				0.00
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	
				0.00
Notes				

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 occupance 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	
				0.00

Notes

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	
				0.00

Notes

Measure 5c Information	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	
				0.00

Notes

ADDITIONAL OBLIGATIONS

		Result	Points Possible	Points Earned
Measure 6a Additional	**Is the school complying with all other obligations?**			
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractural requirements contained in its charter contract that are not otherwise explicitely 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 contractural requirements contained in its charter contract that are not otherwise explicitely stated herei; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0.00

Notes

INDICATOR 1: NEAR-TERM MEASURES

25

		Result	Points Possible	Points Earned
Measure 1a **Current Ratio**	**Current Ratio: Current Assets divided by Current Liabilities**			
	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). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*		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				

		Result	Points Possible	Points Earned
Measure 1b **Unrestricted Days Cash**	**Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense / 365)**			
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*		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				

		Result	Points Possible	Points Earned
Measure 1c **Enrollment Variance**	**Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget**			
	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				

		Result	Points Possible	Points Earned
Measure 1d **Default**	**Default**			
	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				

INDICATOR 2: SUSTAINABILITY MEASURES

		Result	Points Possible	Points Earned
Measure 2a Total Margin and gated 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**			
	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. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.*		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

		Result	Points Possible	Points Earned
Measure 2b Debt to Asset Ratio	**Debt to Asset Ratio: Total Liabilities divided by Total Assets**			
	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**

		Result	Points Possible	Points Earned
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**	
	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. *Note: Schools in their first or second year of ooperation must have positive cash flow.*		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				**0.00**

		Result	Points Possible	Points Earned
Measure 2d Debt Service CoverageRatio	**Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)**			
	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 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%**

ACCOUNTABILITY DESIGNATION	Academic & Mission-Specific Range	Academic & Mission-Specific % of Points Possible Earned	Operational Range	Operational % of Points Possible Earned	Financial Range	Financial % 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 liklihood 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.

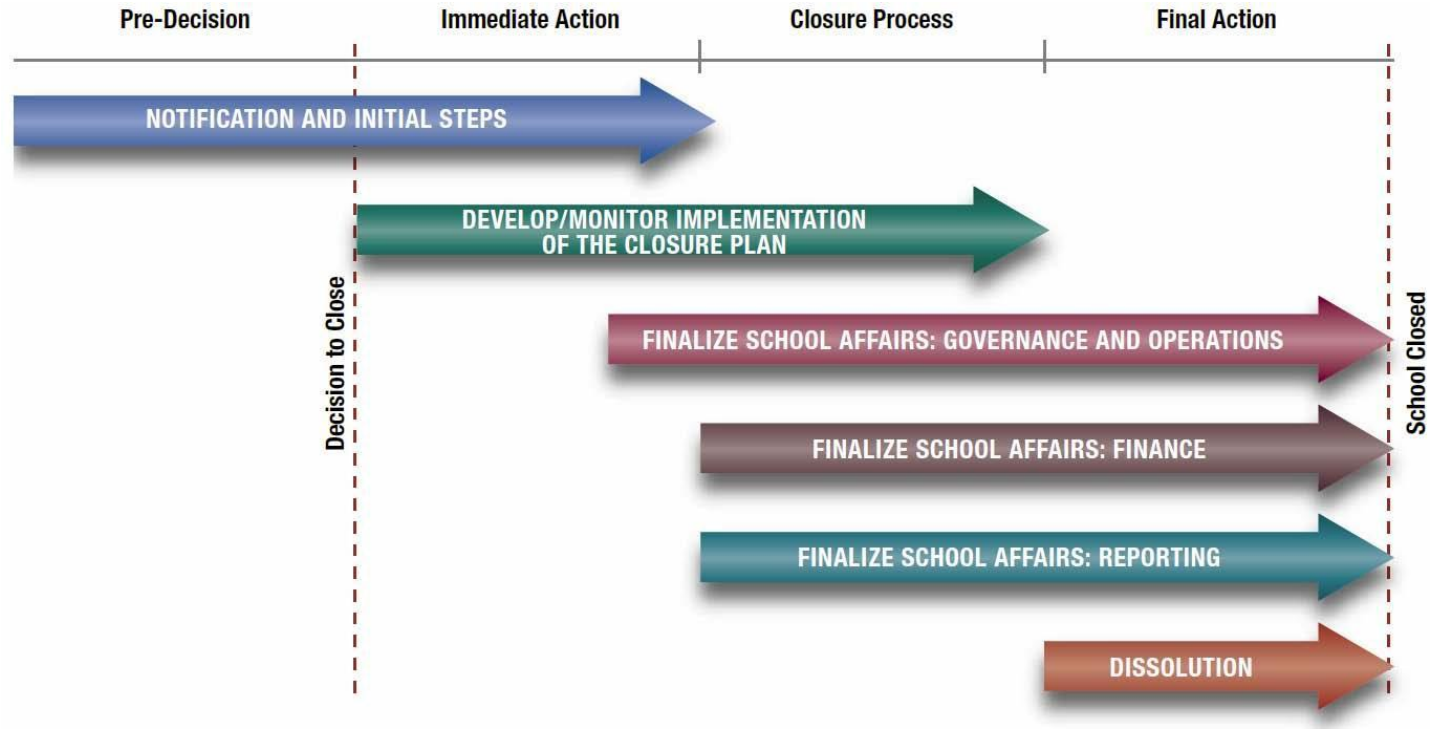
Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year. Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes 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: **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: • 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: • 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: **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			

Send Additional and Final Notifications **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: • 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			

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: • 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: **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. **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. **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 **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 **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: • 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: • 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: • 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: • 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: • 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) ▯ 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. ▯ Boxes should be packed, closed, taped, and *clearly* labeled with name(s) and/or number(s) corresponding to the inventory. ▯ PCSC walk-though 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 **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 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: • 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: • 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) **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) **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: • 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: **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			