

## CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate (“Certificate”) is executed on **June 8, 2023**, by and between the Idaho Public Charter School Commission (the “Authorizer”) and **North Idaho STEM Charter Academy Inc.** (the “Charter Holder”) for the purpose of operating **North Idaho STEM Charter Academy** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code section 33-5201 *et seq.*, as amended (the “Charter Schools Act”).

### RECITALS

WHEREAS, **North Idaho STEM Charter Academy Inc.** is a non-profit entity incorporated with a board of directors; and

WHEREAS, on **September 24, 2010**, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year **2012**; and

WHEREAS, the School’s charter was renewed on **March 1, 2018**, for a five-year term of operations,

WHEREAS, on **February 23, 2023**, the Authorizer renewed the School’s charter for a subsequent five-year term of operations to begin July 1, 2023 and end on June 30, 2028.

NOW THEREFORE in consideration of the foregoing recitals and the mutual understandings contained herein, the Authorizer and **North Idaho STEM Charter Academy Inc.** agree as follows:

### SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The Charter Holder is hereby authorized to implement at the School the program described in the Charter, attached to this Certificate as **Appendix B** and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School’s pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer’s policy.
- B. Term of Agreement.** The School’s operational term shall be from July 1, **2023** and end on June 30, **2028**. Subsequent terms of operation may be issued by the Authorizer in accordance with Idaho Code and Authorizer policy.

### SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: **To prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic**

and the higher-level critical thinking skills needed to solve problems in the real world.

- B. Grades Served.** The School may serve students in grades Kindergarten through 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- Provide an environment where students are engaged in real-world problem solving through a project-based STEM program. This can be measured via observation.
  - Provide and encourage innovation and creativity as an educated person in the 21st century. This can be measured via observation and lesson plan review.
  - Maintain rigor and high expectations to positively impact student success. This can be measured via observation and policy review.
  - Provide an environment where students use specific 21st century skills including collaboration, time and task management, presentation skills, and the effective use of technology. This can be measured via observation.
- 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. The School shall be accredited or appropriately credentialed by Cognia. All reports issued to the School from the accrediting agency shall be submitted to the Authorizer within five days of receipt.

### SECTION 3: SCHOOL GOVERNANCE

- A. Governing Board.** The School shall be governed by a non-profit board of directors (the “Board”) incorporated by the Charter Holder. The Board shall serve as public agents authorized by the Authorizer, in a manner that is consistent with the terms of this Certificate, so long as such provisions are in accordance with state and federal laws, rules and regulations. The Board shall have final authority with respect to the School’s operation, and shall have the responsibility of overseeing academic achievement, financial stability, and operational management of the School. The Charter Holder shall also be responsible for maintaining and enforcing a compliant Board and providing overall Board stewardship for the School.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Holder shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable laws, rules, regulations, and this Certificate. The Charter Holder shall notify the Authorizer of any modification to the articles of incorporation or bylaws within five business days of approval by the Charter Holder.
- C. Charter Board Composition.** The composition of the Board shall at all times be determined by and consistent with the articles of incorporation and bylaws, and all applicable laws, rules, regulations, and policies. The Charter Holder shall notify the Authorizer of any changes to its composition and provide an amended School Leadership Roster within five business days of it taking effect.

### SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer’s role shall be to evaluate the School’s performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of the Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School’s academic achievement, Board stewardship, operational management, and financial stability. The specific terms of the Performance Framework are determined by the Authorizer and shall be binding on the School.
- C. Separate Academic Evaluations.** The academic performance outcomes of the K-12 on-site program operated by the School shall be aggregated across all grades for reportability.
- D. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School’s comparison group shall be identified as described below and shall be established for the length of the Certificate term.  
Coeur d’Alene School District (271), Lakeland School District (272), and Post Falls School District (273).
- E. 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. A formal report of the School’s academic, financial, and operational performance (“Performance Report”) shall be provided to the school and the public by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if compliance concerns arise.
- F. School Performance.** The School shall meet standard on all measures of the Performance Framework. The Authorizer shall renew any charter in which the School met all the terms of its Certificate, including all appendices, at the time of renewal.
- G. Performance Framework as Basis for Renewal of Charter.** The School’s performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School’s Charter at the end of the Certificate term.
- H. Required Reports.** The School shall prepare and submit reports as required by the Authorizer’s policy.
- I. Authorizer’s Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- J. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer’s policy. Reports from any site visit shall be made available to the School and shall be included in the School’s annual Performance Report.

## SECTION 5: SCHOOL OPERATIONS

- A. In General.** The School and the Charter Holder shall operate at all times in accordance with all

federal and state laws, rules, regulations, local ordinances, and Authorizer policies applicable to public charter schools.

- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 724 students.
- C. Equitable Enrollment Procedures.** 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 School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- i. **Calendar.** The School shall operate on a traditional nine-month calendar in which the last day of the regular term shall fall on or before June 30
  - ii. The School will offer a summer school session for the purpose of acceleration and/or credit recovery.
- D. School Facilities.** The School shall operate at the following location(s): 15633 N. Meyer Road, Rathdrum, ID 83858. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and in accordance with law, rule, regulations, and authorizer policy.
- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category.  
Starting from Highway 53 and N. Latah St.; southeast to the intersection of Boekel Rd. and Highway 41; east to N. Meyer Rd.; north on N. Meyer Rd. to Diagonal Rd. West to Highway 41 and Diagonal Rd; southwest on Highway 41/53 to N. Latah St.
- F. Staff.** Instructional staff shall be certified as provided by rule of the State Board of Education. All full-time staff members of the School shall be covered by the Public Employee Retirement System of Idaho, 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 laws, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School's Performance Framework.
- B. Financial Controls.** At all times, the Charter Holder shall ensure that the School maintains appropriate governance, managerial procedures, and financial controls, which 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, all in accordance with state and federal laws, rules, regulations, and Authorizer policy.

- C. Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than November 1 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 or any other format as may be reasonably requested by the Authorizer.

## SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Relinquishment.** Should the Charter Holder choose to relinquish its Charter before the expiration of this Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written notification.
- B. Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one or more of the terms of its Certificate, including the Performance Framework. The Charter Holder may appeal a decision to non-renew directly to the State Board of Education.
- C. Revocation.** The School's Charter may be revoked as provided by Idaho Code section 33-5209C. In such an event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The Charter Holder may appeal a decision to revoke directly to the State Board of Education.
- D. Closure.** The Authorizer's closure protocol shall begin immediately after a decision to relinquish is made by the Charter Holder, or a decision to revoke or non-renew or is made by the Authorizer. Closure protocol shall begin regardless of whether the Charter Holder appeals the decision. In the event that closure protocol begins, the School shall cease operations no later than the following June 30. Closure protocol shall only cease if the State Board of Education overturns the Authorizer's decision.

## 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, partnership, ownership, or employment between the Authorizer and the School.
- B. Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.
- C. No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by

either party to this Certificate.

- D. Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the Charter Holder have executed this Performance Certificate to be effective **June 8, 2023**.

  
Alan L Reed (Aug 29, 2023 15:53 MDT)

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**Chairman**  
**Idaho Public Charter School Commission**

  
Dan Tesdlov (Aug 29, 2023 11:39 PDT)

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**Chairman**  
**North Idaho STEM Charter Academy Inc. Governing Board**

**Appendix A: Performance Framework**

**Appendix B: Charter**

**Appendix C: IPCSC Closure Protocol**

Appendix A: Performance Framework



## PERFORMANCE FRAMEWORK GUIDANCE: ACADEMIC MEASURES

*Adopted 8/13/2020*

*Revised 4/14/2022*

Idaho Public Charter School Commission

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Alan Reed, Chairman

Jenn Thompson, Director

# ACADEMIC MEASURES

## All School Measures

1. Math Proficiency
2. ELA Proficiency
3. Math Growth
4. ELA Growth
5. Literacy Proficiency
6. College and Career Readiness

Comparison Group: Specific to school.

## 1. MATH PROFICIENCY

**Proficiency Rate:** The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, <b>OR</b> The school's proficiency average is in 90 <sup>th</sup> percentile of all Idaho schools.
Meets Standard	<b>The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.</b>
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, <b>OR</b> the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

## 2. ELA PROFICIENCY

**Proficiency Rate:** The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, <b>OR</b> The school's proficiency average is in 90 <sup>th</sup> percentile of all Idaho schools.
Meets Standard	<b>The school's proficiency rate is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.</b>
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, <b>OR</b> the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

### 3. MATH GROWTH

**Growth Rate:** The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric Math	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, <b>OR</b> The school's growth rate is in the 90 <sup>th</sup> percentile of all Idaho public schools.
Meets Standard	<b>The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.</b>
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

#### 4. ELA GROWTH

**Growth Rate:** The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric ELA	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, <b>OR</b> The school's growth rate is in the 90 <sup>th</sup> percentile of all Idaho public schools.
Meets Standard	<b>The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR The growth rate increased by at least 10% over the previous year.</b>
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

## 5. LITERACY PROFICIENCY

**Literacy Proficiency Rate:** The IPCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Literacy Proficiency Rubric	
Exceeds Standard	One of the following is true: <ul style="list-style-type: none"><li>• The school's proficiency rate on the spring administration of the statewide literacy assessment is greater than one standard deviation above the mean of the identified comparison group;</li><li>• the school's proficiency rate on the spring administration of the statewide literacy assessment is at or above 90%; <b>OR</b></li><li>• The fall to spring change in proficiency rate is 20% or greater.</li></ul>
Meets Standard	<b>The school's proficiency on the spring administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group; OR The school's fall to spring change in proficiency rate is between 10%-19%.</b>
Approaches Standard	The school's proficiency on the spring administration of the statewide literacy assessment falls within one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate on the spring administration of the statewide literacy assessment is more than one standard deviation below the mean of the identified comparison group.

## 6. COLLEGE AND CAREER READINESS

**Adjusted Cohort Graduation Rate (ACGR):** Alternative schools will be evaluated based on their 5-Year ACGR. All other schools will be evaluated based on their 4-Year ACGR.

**Graduation Rate:** The IPCSC will use either the 4-Year ACGR as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

C&C Readiness Rubric	
Exceeds Standard	The school's 4-Year ACGR is greater than one standard deviation above the identified comparison group, <b>OR</b> The school's ACGR is 90%.
<b>Meets Standard</b>	<b>The school's 4-Year ACGR is equal to the mean OR Falls between the mean and one standard deviation above the mean of the identified comparison group.</b>
Approaches Standard	The school's 4-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's 4-Year ACGR is more than one standard deviation below the identified comparison group.

# OPERATIONAL MEASURES

## BOARD STEWARDSHIP

1. Governance Structure
2. Governance Oversight
3. Governance Compliance

## OPERATIONAL MANAGEMENT

4. Student Services
5. Data Security and Information Transparency
6. Facility and Services
7. Operational Compliance

# BOARD GOVERNANCE

## 1. Governance Structure Rubric

**Data Sources:** Board bylaws, articles of incorporation, and any courtesy letters or notifications issued to the school by entities responsible for oversight or enforcement.

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none"><li>• <b>Board Bylaws are compliant with ID law.</b></li><li>• <b>Articles of Incorporation are current.</b></li><li>• <b>No investigations were conducted into either ethical behavior or conflict of interest regarding any board director.</b></li><li>• <b>The board did not experience an Open Meeting Law violation that needed to be cured this year.</b></li></ul>
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

## 2. Governance Oversight Rubric

**Data Sources:** Board meeting minutes, school policies, continuous improvement plan (or other strategic planning evidence if submitted by the school), and verification of submission of annual administrator evaluation.

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none"><li>• <b>The board reviews academic data in a timely and thorough manner.</b></li><li>• <b>The board reviews financial reports in a timely and thorough manner.</b></li><li>• <b>The board maintains compliant policies.</b></li><li>• <b>The board engages in strategic planning.</b></li><li>• <b>The board conducts a compliant annual evaluation of their school leader and/or management organization.</b></li></ul>
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

### 3. Governance Compliance Rubric

**Data Sources:** If applicable, courtesy letters/notifications of concerns, investigation, or findings issued to the school by entities responsible for oversight or enforcement, and any documentation of correction provided by the school.

Governance Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<b>The IPCSC did not issue any courtesy letters or notify an external investigative body of compliance concerns this year.</b>
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

# OPERATIONAL MANAGEMENT

## 4. Student Services Rubric

**Data Sources:** If applicable, any notifications or courtesy letters issued by the SDE or SBOE which required corrective action with regard to the school's ELL, SPED, or College and Career Readiness programs, as well as any documentation submitted by the school evidencing correction.

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<b>All of the following are true:</b> <ul style="list-style-type: none"><li>• <b>The school's English Language Learner program is in good standing;</b></li><li>• <b>The school's Special Education program is in good standing; The school's college and career readiness program is in good standing; and</b></li><li>• <b>The school's federal programs are in good standing.</b></li></ul>
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

## 5. Data Security and Information Transparency Rubric

**Data Sources:** periodic desk audit of school website, and any formal notifications regarding data security or public records compliance.

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none"><li>• <b>The school's website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets).</b></li><li>• <b>The school did not experience any issues involving data security this year.</b></li><li>• <b>The school did not experience any compliance issue regarding public records requests this year.</b></li></ul>
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

## 6. Facility and Services Rubric

**Data Sources:** Verification of meal service program and transportation services via public documents and/or school website, and any notifications of concerns regarding occupancy or safety issued to the school by entities responsible for oversight or enforcement.

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none"><li>• <b>The school's occupancy certificate is current.</b></li><li>• <b>The school maintains current safety inspections and drills.</b></li><li>• <b>The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.</b></li></ul>
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

## 7. Operational Compliance Rubric

**Data Sources:** Periodic observation of enrollment lottery, and if applicable, any corrective action plans issued by the SDE not related to special education, ELL, or college and career readiness (as these are captured elsewhere), or formal notification of late reports or enrollment violations.

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none"><li>• <b>Required reports are submitted accurately and on time.</b></li><li>• <b>The school maintains a compliant enrollment process.</b></li><li>• <b>No correct action plans were issued by the SDE this year.</b></li></ul>
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

# FINANCIAL MEASURES

## NEAR TERM HEALTH

1. Current Ratio
2. Unrestricted Days Cash
3. Default
4. Enrollment Variance

## SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin
6. Cash Flow and Multi-Year Cash Flow
7. Debt Service Coverage Ratio
8. Debt to Asset Ratio
9. Financial Compliance Rubric

## NEAR-TERM HEALTH

### 1. Current Ratio

**Calculation:** Current Assets divided by Current Liabilities

**Data Source:** Annual Fiscal Audit Report

Current Ratio Rubric	
Exceeds Standard	The school has a current ratio of more than 1.5
Meets Standard	<b>The school has a current ratio of at least 1.1 (or between 1.0 and 1.1 with a 1-year positive trend)</b>
Approaches Standard	The school has a current ratio of between .9 and 1.0 (or between 1.0 and 1.1 with a 1-year negative trend)
Does Not Meet Standard	The school has a current ratio of .9 or less.

### 2. Unrestricted Days Cash

**Calculation:** Unrestricted Cash and investments divided by ((Total Expenses minus Depreciation Expense) / 365)

**Data Source:** Annual Fiscal Audit Report

Unrestricted Days Cash Rubric	
Exceeds Standard	The school has more than 60 days cash on hand
Meets Standard	<b>The school has 60 days cash OR Between 30- and 60-days cash and one-year trend is positive.</b>  <b>*Note: Schools in their first or second year of operation must have a minimum of 30 days cash.</b>
Approaches Standard	The school has between 15-30 days cash <b>OR</b> Between 30-60 days cash, but one-year trend is negative.
Does Not Meet Standard	The school has fewer than 15 days cash on hand.

### 3. Default

**Calculation:** No calculation.

**Data Source:** Annual Fiscal Audit Report, Terms of Debt, Other Formal Notifications Received by School.

Default Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	<b>The school is not in default of any financial obligations and did not experience any instances of default during the fiscal year.</b> <b>Financial obligations include, but are not limited to, making payments to vendors and utility services on time, complying with all loan covenants, filing any reports required for maintenance of grants or philanthropic funds, meeting all tax obligations, and operating without financial judgements or property liens.</b>
Approaches Standard	The school experienced one or more instances of minor default during the fiscal year (such as making late payments); however, the school is not currently in default of any financial obligations.
Does Not Meet Standard	School is currently in default of financial obligations.

### 4. Enrollment Variance

**Calculation:** Actual enrollment as of the first Friday in November (drawn from ISEE) divided by enrollment projections as submitted directly to the IPCSC in July.

**Data Source:** ISEE and direct school report

Enrollment Variance Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years, including the most recently completed school year.
Meets Standard	<b>Enrollment variance is equal to or greater than 95%.</b>
Approaches Standard	Enrollment variance was between 90% and 95%, <b>OR</b> The enrollment variance was less than 90% and the school provided a mid-year amended budget evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.
Does Not Meet Standard	Enrollment variance was less than 90% and the school did not provide evidence of mid-year budget amendments or operational changes evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.

## SUSTAINABLE HEALTH

### 5. Total Margin and 3Yr Aggregated Total Margin

#### Calculation:

Most Recent Year Total Margin: 2019 Net Income divided by 2019 Total Revenue.

3-Year Aggregated Total Margin: (2019 Net Income +2018 Net Income +2017 Net Income) divided by (2019 Total Revenue +2018 Total Revenue +2017 Total Revenue)

**Data Source:** Annual Fiscal Audit Report

Total Margin and 3-Yr Aggregated Total Margin	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<b>Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive</b> <b>OR</b> <b>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.</b>  <b>*Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.</b>
Approaches Standard	Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".
Does Not Meet Standard	Aggregated 3-Year Total Margin is less than or equal to -1.5 percent <b>OR</b> The most recent year Total Margin is less than -10 percent.

## 6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

Most Recent Year Cash Flow: 2020 Cash and Investments minus 2019 Cash and

Investments Previous Year Cash Flow: 2019 Cash and Investments minus 2018

Cash and Investments Multi-Year Cash Flow: 2020 Cash and Investments minus  
2018 Cash and Investments

Data Source: Annual Fiscal Audit Report

Cash Flow and Multi-Year Cash Flow	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<b>Multi-Year Cumulative Cash Flow is positive, and Cash Flow is positive in the most recent year is positive,</b> <b>OR</b> <b>Multi-Year Cumulative Cash Flow is negative, but documentation identifies this as a result of a one-time, planned purchase (such as a facility remodel).</b>  <b>*Note: Schools in their first or second year of operation must have positive cash flow.</b>
Approaches Standard	Multi-Year Cumulative Cash Flow is positive, but Cash Flow is negative in the most recent year.
Does Not Meet Standard	Multi-Year Cumulative Cash Flow is negative, and no documentation identifies this as a result of a one-time, planned purchase.

## 7. Debt Service Coverage Ratio

### Calculation:

If school owns its facility or if the school leases its facility and the lease is capitalized:  
(Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

If school leases its facility and the lease is not capitalized: (Facility Lease Payments + Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

**Data Source:** Annual Fiscal Audit Report

Debt Service Coverage Ratio Rubric	
Exceeds Standard	The school's debt service coverage ratio is 1.5 or greater <b>OR</b> The school operates debt-free.
<b>Meets Standard</b>	<b>Debt Service Coverage Ratio is between 1.1 and 1.49</b>
Approaches Standard	The school's debt service coverage ratio is between .9 and 1.09
Does Not Meet Standard	Debt Service Coverage Ratio is less than .9

## 8. Debt to Asset Ratio

**Calculation:** Total Liabilities divided by Total Assets

**Data Source:** Annual Fiscal Audit Report

Debt to Asset Ratio	
Exceeds Standard	The school has met standard for 3 consecutive years, including the most recently completed school year., <b>OR</b> The school operates debt-free.
<b>Meets Standard</b>	<b>The school's Debt to Asset Ratio is less than 0.9</b>
Approaches Standard	The school's Debt to Asset Ratio is between 0.9. and 1.0
Does Not Meet Standard	The school's Debt to Asset Ratio is greater than 1.0

## 9. Financial Compliance Rubric

**Calculation:** Total Liabilities divided by Total Assets

**Data Source:** Annual Fiscal Audit Report, Desk Audit of Policies, Other Formal Notifications Received by School

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years, including the most recently completed school year.
Meets Standard	<ul style="list-style-type: none"><li>• <b>Accounting Practices: finances are managed in compliance with GAAP.</b></li><li>• <b>Financial Transparency: expenditures and contracts are posted on the school's site.</b></li><li>• <b>Internal Controls: the school's internal controls are compliant.</b></li></ul>
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	<p>The school is operating under a notification of fiscal concern or a notification of possible or imminent closure</p> <p><b>OR</b></p> <p>The school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.</p>

## Appendix B: Charter

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# **North Idaho STEM Charter Academy**

**Opening date 2012**

**Petition approved by the Idaho Public Charter School Commission on  
September 24, 2010**

**Current version of the Charter approved on December 12, 2013**

**North Idaho STEM Charter Academy will be physically  
located within the boundaries of Lakeland School  
District. Other nearby districts include Coeur d'Alene  
and Post Falls, however, North Idaho STEM Charter  
Academy would not be physically located within those  
districts.**

**Scott Thomson**

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208-687-8002  
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## **TAB 1**

### **Articles of Incorporation & Bylaws**

See Appendix A for Articles of Incorporation and Appendix B for Bylaws

### **Signatures of Qualified Electors**

See Appendix C

### **Vision Statement**

To provide a challenging learning environment in Science, Technology, Engineering, and Math, which maximizes individual potential and ensures students are well equipped to meet the challenges in the world around them.

### **The Mission Statement**

The mission of North Idaho STEM Charter Academy is to prepare students to be productive and successful citizens and to develop the higher-level critical thinking skills needed to solve problems in the real world.

### **We Believe:**

- Parents are the first and primary teachers. They are responsible for their children's basic needs and values.
- Schools provide a safe, positive, organized setting with clearly defined behavior expectations.
- Effective character education enhances the academic program.
- Knowledge and application of current technology prepares student for tomorrow's world.
- All students can learn and each is a valued individual.

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## **TAB 2**

### **Proposed Operation and potential effects of the public charter including: *I.C. 33-5205(4)***

**Facilities:** With the increase in the Albertson's grant, we have purchased, and own free and clear, 4 acres in Rathdrum, Idaho. We will be completing infrastructure and purchasing portables as needed. Dr. Lorna Finman will also donate \$50,000 towards facilities.

North Idaho STEM Charter Academy will acquire and maintain facilities in compliance with federal and state regulations to facilitate the instruction of students and operate academic programs.

#### **Target Population and Enrollment Capacity**

North Idaho STEM Charter Academy will open in the fall of 2012 serving grades kindergarten through eighth. We plan to add additional sections of grades K through 12<sup>th</sup>, when appropriate in the future based on enrollment demands and adequate finances. North Idaho STEM Charter Academy would obtain approval from the Public Charter School Commission prior to any expansion.

#### **Primary attendance area is within the Lakeland School District:**

The primary attendance boundaries of North Idaho STEM Charter Academy will include: Starting from the Southwest Corner of Interstate 95 and Lancaster road; West along Lancaster Road including all parcels touching Lancaster road to highway 41; North along highway 41 including all parcels touching highway 41 to Scarcello road; East along Scarcello Road including all parcels touching Scarcello Road to Ramsey Road; South along Ramsey Road including all parcels touching Ramsey Road to Chilco road; East along Chilco Road including all parcels touching Chilco Road to Interstate 95; South along Interstate 95 including all parcels touching Interstate 95 to Lancaster Road.

#### **See map in appendix P**

Enrollment at North Idaho STEM Charter Academy will follow the table in Appendix R. The Board reserves the right to configure classes to maximize enrollment opportunities.

Caps for each class will be at no more than the following:

- Kindergarten 22 per class (2 sections)
- 1<sup>st</sup> grade 22 per class
- 2<sup>nd</sup> grade 24 per class
- 3<sup>rd</sup> grade 26 per class
- 4<sup>th</sup> grade 28 per class
- 5<sup>th</sup> through 12<sup>th</sup> 30 per class

**Please see Appendix R – Expected Enrollment and Growth**

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## **TAB 2**

North Idaho STEM Charter Academy is conducting a survey of the surrounding attendance areas, which include three local school districts. Survey Monkey results out of 132 responses to date (Sept 9) indicate 87% are interested in this type of school for their children, 95% feel there is a need for this type of school in this area, and a total of 175 interested students in grades 1<sup>st</sup> through 8<sup>th</sup>. This is interest in a proposed charter school, and we anticipate greater interest once we are approved.

We are also distributing flyers and brochures and have designed a website with school information. We have visited science camps in the area and were invited to the iSTEM conference in North Idaho to meet with participants and visitor STEM speakers. We are currently advertising the proposed school in the Coeur d'Alene Press, the Spokesman Review, on KXLY Radio, and were the lead story on Tuesday, July 20<sup>th</sup>. We were contacted by the Press for the article because of public interest in our school. We will also be holding public meetings and initiating additional radio and print advertising upon approval. We have attended Rathdrum Days and had an additional 38 interested parents sign-up to receive notice when we begin accepting applications.

### **Potential Impact on Lakeland School District**

We are aware that opening North Idaho STEM Charter Academy will have a potential impact on the Lakeland School District. North Idaho STEM Charter Academy will have a maximum of 315 students in year one, however, the impact to Lakeland School District will probably be lower as students at North Idaho STEM Charter Academy will also come from other districts, private schools, and those being home schooled. At the final board meeting with Lakeland School District, they estimated a loss of approximately 100 students and the potential financial impact over a 3 year period to be approximately 1.5 million dollars. The actual amount of fiscal impact for Lakeland School District will be less than the per student average daily attendance funding due to them having to service fewer students.

### **Administrative Services**

Administrative services shall be provided by the principal and business manager with support from the Board of Directors. The principal is also responsible for managing the facilities and creating and maintaining a school climate that is disciplined, orderly, and conducive to learning. A full-time secretary will assist in handling paperwork and required reporting for the school. An independent audit will be performed each year by an outside auditor (not affiliated with North Idaho STEM Charter Academy).

The principal shall assume broad responsibilities concerning, but not limited to:

- Curriculum, instruction, and assessment
- Instructional materials and supplies
- Resource allocation
- State charter school requirements

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## **TAB 2**

- Special services
- Contracted services
- Disciplinary support
- Public and media relations
- School-wide community building
- Business and community partnerships
- Professional development
- Employment and personnel issues
- Enrollment and attendance
- Staff evaluations
- Facility conditions
- School climate
- District/Board liaison
- Fiduciary responsibilities for the school

### **Civil Liability**

North Idaho STEM Charter Academy is organized and managed under the Idaho Non-Profit Corporation Act. We agree to indemnify and hold harmless the state of Idaho, the Idaho Public Charter School Commission, The Lakeland School District, or any other sending districts, and their officers, directors, agents, or employees from and against all claims, damages, losses and expenses for wrongful acts. We will follow all rules and regulations regarding Idaho code 33-5205 (4)

North Idaho STEM Charter Academy will secure insurance for liability and property loss. Provision for liability and property loss shall be made for general liability, auto liability, professional liability, and directors and officers' liability in the annual budget. Errors and omissions insurance shall be secured as well.

The authorized chartering entity has no liability for the acts or omissions of North Idaho STEM Charter Academy or the corporation.

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## **TAB 3**

### **Educational Program *I.C. 33-1612 & 33-5205(3) (a)***

North Idaho STEM Charter Academy's educational program revolves around science, technology, engineering, and math (STEM). Imagine a day where student motivation is evident, curriculum is integrated and students see the connections between subjects and to the world around them. They are expanding their skills, taking risks, experiencing trial and error, and using their imagination. Throughout the process, students build a portfolio, create a final product and presentation, and begin to solve real-world problems. This is the goal of North Idaho STEM Charter Academy.

North Idaho STEM Charter Academy will utilize The STEM Academy for STEM education curriculum. Recommended by the Department of Education, The STEM Academy's curriculum is aligned with state and federal standards which include student assessments. The STEM Academy meets the requirements to receive ARRA Race to the Top funds and the program must include instructor training on effective utilization of the curriculum. Teachers will have on-site training before the opening of school and on-going training thereafter.

The STEM Academy learning management system collects demographic information about who is engaging in the work and taking the tests to provide future data. Assessments are scored automatically and immediately available to students and instructors. Course outcomes and national standards met through course formative and summative assessments are automatically populated to a student's individual portfolio. This information can suggest areas for remediation or enrichment.

The STEM Academy has a multitude of training opportunities. There is access to on-going training sessions throughout the year that occur at local, regional, and national locations. Online webinars and training sessions are also available. Local consultants and development team experts are available as mentors or to assist on site as needed. Real time and online forums are also available so teachers can collaborate with their colleagues across the United States who are delivering the same content.

Cost for the STEM Academy ranges from \$27, 500 to \$45,500 for the program with updates every 3 to 5 years at a cost of \$3,500. That includes initial and on-going training, a data management system that also creates a student portfolio, scaffolding STEM projects designed for each grade level, formative and summative assessments which are tied to specific content of each of the units in the coursework, and the STEM Academy has partnered with the ACE Mentor Program (Architecture, Construction, and Engineering) which is a program that links architectural and engineering professionals with classroom teachers to assist in delivering and evaluation of learning activities, and PCS Edventures.

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### **TAB 3**

The learning of specified subject-matter concepts and standards is the focus of North Idaho STEM Charter Academy. In all program areas and at all levels, North Idaho STEM Charter Academy will assess student progress toward achieving learner goals and program area performance standards including: the content and data; the accomplishment of appropriate skills; the development of critical thinking and reasoning; and attitude.

North Idaho STEM Charter Academy core educational philosophy is that learning occurs when:

- Learners succeed at a high level both socially and academically
- Learners see the connection between what they learn and the real world
- Activities are integrated and meaningful
- Learners work individually and as members of a group
- Character education is modeled and taught
- Learners see themselves as part of the community and find ways to serve the community
- Styles and rates of learning are taken into account, yet expectations for achievement are not compromised

An interdisciplinary, project-based STEM (Science, technology, engineering, and math) curriculum will be the focus of the instructional program. The curriculum will be integrated, so that all subject areas will be connected, rather than artificially separated into discrete disciplines. Authentic project-based, inquiry-based learning will enable students to see the connections between subjects, and the connections between what they are learning and the world around them.

Although a STEM school, we realize that strong reading, writing, and comprehension skills are the gateway to other disciplines, and these skills will be incorporated into all project requirements. The educational philosophy of North Idaho STEM Charter Academy is that of a learning laboratory incorporating inquiry-based and project-based learning experiences, which include all subject areas and place a strong emphasis on the processes of science.

Students at the North Idaho STEM Charter Academy will be engaged in real world problem solving. North Idaho STEM Charter Academy will use project-based learning to engage students and require them to use Bloom's higher order thinking skills to create a response. Teamwork and technology are important elements of project-based learning, with an emphasis on STEM disciplines for science, technology, engineering, and mathematics.

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### TAB 3

North Idaho STEM Charter Academy will prepare students to become productive and successful citizens. Popular culture, misconceptions, and peer pressure begin to exert their strong influence early in a child's cognitive and social development. It is critical to provide engaging hands-on education to students in order to open their minds to future career choices, including those in STEM (Science, technology, engineering, and math) areas.

Research supports the effectiveness of project-based learning and STEM (Science, technology, engineering, and math) education. Standards-focused project-based learning has been defined as *a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks* (Buck Institute for Education, 2003). A number of research studies are posted on the website of the George Lucas Educational Foundation ([www.gleef.org](http://www.gleef.org)) which notes, "A growing body of academic research supports the use of project-based learning in schools as a way to engage students, cut absenteeism, boost cooperative learning skills, and improve test scores. Those benefits are enhanced when technology is used in a meaningful way in the projects" (GLEF, 2004).

Project-based learning is not only a potentially effective instructional approach, but it is also an essential component of several current school reform models. A series of studies showed substantial school-wide gains for schools adopting project-based learning methods (Expeditionary Learning Outward Bound, 1999).

The first piece of major legislation dealing directly with STEM education just passed the House of Representatives, H.R. 1709, the STEM Education Coordination Act of 2009, passed overwhelmingly by a vote of 353 to 39. The legislation will coordinate The STEM education programs of such federal agencies as NASA, the Department of Energy, the National Science Foundation, the National Oceanic and Atmospheric Administration, the National Institutes of Standards and Technology, the Department of Defense, and the Department of Education.

According to the Results of the Trends in International Mathematics and Science Study (TIMSS) (2009), U. S. Students finished 11<sup>th</sup> in the world in Science. Students in Singapore, Taiwan, Japan, England, Russia, South Korea, Hong Kong, even countries like Slovenia, Czech Republic, and Hungary all outperformed U.S. eighth-graders in science. Most of the same countries also outperformed U.S. students in math. How can we be a technological innovative leader in the world when we can't even finish in the top ten in math and science?

Project-based learning is an inquiry based process for teaching and learning. Students focus on a complex question or problem, then answer or solve the problem through a

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### TAB 3

collaborative process of investigation over an extended period of time. Integrated projects will include the Idaho Content Standards for science, social studies, and language arts. Math will be a separate course to ensure proper skill development and will be integrated into specific projects.

At North Idaho STEM Charter Academy, exploring experiences will have intrinsic academic value since they allow students to practice what they have learned in theory and thus to use their verbal, mathematic and reasoning skills in an applied context. All exploratory programs will clearly reflect the relationship between the exploratory offering and general curricular goals as expressed in the Idaho Content Standards to ensure that academic rigor is ever present.

#### **Project-based cross curricular approach to learning.**

Project-based learning incorporates all traditional teaching tools and methods, including lecture, text-books, and conventional assessments. However, the nature of project-based learning requires students to spend the bulk of the project actively working in groups or individually to research the question and come to conclusions. Project-based learning requires students to use specific skills such as collaboration, teamwork, time and task management, and presentation skills to conclude a project successfully. These same skills prepare them to become productive, capable citizens in a technology-dependent society through comprehensive student assessments including traditional tests, project-based learning presentations and portfolios, and to apply their STEM education with hands-on activities.

Exploration is an opportunity to investigate a variety of approaches to a given topic. Approaching a subject or a topic from different points of view and in different ways is essential for students at the middle level. At North Idaho STEM Charter Academy, our educational approach will require students to stretch their interests into previously unidentified areas.

#### **High School:**

In keeping with our Vision and Mission for students to develop higher-level critical thinking skills through a challenging, project-based learning environment in Science, Technology, Engineering, and Math, North Idaho STEM Charter Academy is excited to offer a high school program for grades 9 through 12. We believe that creativity and innovation positively impact student success. We currently begin with children in kindergarten and connect students across grade levels in a project-based cross curricular environment. The addition of high school is a natural progression and will allow students to continue their STEM education and prepare them to be successful in both the work force and higher education.

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### TAB 3

An educated person in the 21<sup>st</sup> century will need to innovate continuously as new technologies and ideas will impact all aspects of the content of our society and world.

Project-based learning integrates curriculum so students understand the connections between subjects and their application in the world.

Our program changes the role of student and teacher. Students become problem-solvers and teachers create a culture of inquiry and provide support so students can find their talents and build concrete foundations. We move from standardizing all children and provide opportunities to create many ways to answer a question, to think differently, and exceed expectations. It challenges traditional education through interdisciplinary projects that allow students to see subjects as a bridge to others. They become meaningful to use in life. Students of varying age groups collaborate and realize that great learning happens when learning with others of different ages, abilities, ideas, and skills. This type of learning allows students to discover their natural talents while personalizing education.

As with our K-8 program, high school students will be required to use specific 21<sup>st</sup> century skills such as collaboration, time and task management, and presentation skills. They will understand that failure is just a step in the process toward success. This gives students the opportunity to demonstrate complex tasks, and become problem-solvers and innovators in life.

STEM education, in a project-based, problem-solving environment for students within a community, leads to prosperity for that community as the students evolve and grow into the entrepreneurs, innovators, manufacturers, business leaders and community leaders of tomorrow. Creative learning requires innovative teaching. Innovative teaching is both the practice of teaching for creativity and of applying innovation to teaching. Both aspects call for an educational culture which values creativity and sees it as an asset in the classroom and also in the larger community. Students development real-world understanding and applications. It is clear that most jobs of the future will require a basic understanding of math and science, and the U.S. Department of Labor show that of the 20 fastest growing occupations projected for 2014, 15 of them require significant mathematics or science preparation.

We feel it is critical for North Idaho STEM Charter Academy to provide a high school program for both our students as well as those from other programs that are interested in STEM education and have not had that opportunity. By forming a partnership among North Idaho STEM Charter Academy, IDEA and IDLA, students will be able to meet their high school requirements through a combination of course offerings and multiple resources.

In addition to Idaho state graduation requirements, North Idaho STEM's Graduation requirements will also reflect the focus of our program with 2 additional credits in mathematics (STEM Elective), and 2 additional credits in science (STEM Elective

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### **TAB 3**

including 6 lab credits) which may include basic engineering, and robotics. Students will complete a Capstone STEM Senior Project. Students will also have the opportunity to earn speech credits through project presentations.

**Please see Appendix S- “Sample” 4 Year Plan High School to help better define our expectations.**

#### **Idaho Core and National Common Core**

North Idaho STEM Charter Academy adopted the Common Core Standards prior to opening in 2012 and are currently being taught in the classroom. Our 3 year professional development plan approved by the State Department of Education includes on-going professional development focusing on both Idaho Core and Common Core Standards.

#### **Methods of Instruction**

All courses of instruction will comply with state statutes and the rules of the Idaho State Board of Education.

North Idaho STEM Charter Academy’s curriculum will encourage children to delve deeply into an idea. This belief of deep exploratory opportunities will be fully developed in interdisciplinary projects. For nearly thirty year, leaders in the middle school movement have acknowledged that learners in the middle grades develop the important ability to organize knowledge and concepts into problem solving strategies. What better way to do this than to give students an actual problem to solve. Considerable emphasis and to expose students to varied career fields.

North Idaho STEM Charter Academy curriculum subject areas will be integrated into multidisciplinary projects to make learning more meaningful for our students. All exploratory programs will clearly reflect the relationship between the exploratory offering and general curricular goals as expressed in the Idaho Content Standards to ensure that academic rigor is ever present. North Idaho STEM Charter Academy will design projects around rigorous and relevant standards-focused projects that engage students in authentic learning activities that teach 21<sup>st</sup> century skills and demand demonstration of mastery.

By using multiple methods of instruction with a project-based program, students will be capable of fulfilling their individual potential. Several of the instructional methods will include:

- 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.

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### TAB 3

- The Individualized Learning Method attempts to personalize the learning process to the interests of the individual by allowing students to develop goals for their self-study. The reasons for learning thus become intrinsic
- The Discussion Method encourages learning through sharing of information and concepts within a group, with the thinking process playing an important role.

#### **Curriculum Overview**

All students will participate in a common core of learning that will fulfill the goals and curriculum of the Idaho State Standards for reading, language, mathematics, health, social studies, and science.

Students will learn to:

- Explore inquiry based learning to develop skills, think logically, and solve problems
- Develop oral , written, and presentation skills
- Have a working understanding of the scientific method to promote responsible use of scientific information
- Use mathematics as a tool for reasoning and problem solving in relevant ways

By using hands-on activities, The STEM Academy curriculum prepares students for real-world application or their education. The curriculum meets the standards of the International Technology Education Association (ITEA); Accreditation Board for Engineering and Technology (ABET); National Science Teachers Association (NSTA); and National Council of Teachers of Mathematics (NCTM).

#### **Character Education:**

North Idaho STEM Charter Academy believes strongly in a character education program that works in conjunction with the academic program. Quality character education is critical in order to create a safe, caring, and successful learning environment that supports academic development. Character education is everything you do that influences the character of the students you teach. Character education helps students act upon core ethical values.

Every adult in the school shapes the character of the students they come into contact with by the way they talk, the behaviors they model, and the expectations they transmit. Effective character education transforms the culture and life of the school.

North Idaho STEM Charter Academy will utilize the Self-Manager Program that focuses on the following character traits:

- Respectful
- Caring
- Fair
- Industrious

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## TAB 3

- Responsible
- Trustworthy/Honest
- Citizenship

Students self-evaluate and conference with their teacher to successfully model these character traits. Students, along with their teacher, set goals for success socially and academically.

North Idaho STEM Charter Academy will also use the Ambassador Program. Students in the 8th grade will serve as school ambassadors. In 7<sup>th</sup> grade, they will go through an application process, much like they will for a job in the future. The process includes an application, reference letters (from community members they have worked for, pastors, coaches, Scout Leaders, etc.) and a letter stating why they feel they should be considered as a school ambassador.

School Ambassadors will act as positive role models in the school, help with various duties throughout the school, and greet and escort visitors to the school. Ambassadors will also organize community service projects throughout the year.

### **Textbooks**

North Idaho STEM Charter Academy will follow the Idaho State Standards. All curriculum materials will meet or exceed the state standards. Subject area curriculum committees will be in place to evaluate materials on a regular basis and will use supporting data (State IRI, ISAT Assessments, Smarter Balanced Assessments, school benchmark assessments, Adequate Yearly Progress, success of students, etc.) when adopting or recommending curriculum. Curriculum committees will also align curriculum as needed to meet changing requirements of the state. Textbooks will enrich, not drive instruction.

### **Curriculum Development and Approval**

Curriculum development will be an ongoing process directed by the principal with the approval of the Board of Directors. The curriculum will be implemented and evaluated through observations and data from statewide testing results.

### **Educational Thoroughness Standards *I.C. 33-1612***

North Idaho STEM Charter Academy will fulfill the thoroughness standards identified in Idaho Code 33-1612. It has been established that a thorough system of public schools in Idaho is one in which the following standards are met:

#### **Standard A**

A safe environment conducive to learning is provided.

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### **TAB 3**

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

**Objectives.** North Idaho STEM Charter Academy will:

1. Develop guidelines for physical safety. These guidelines will include, but are not 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.
2. Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools.
3. 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.
4. Create an environment that strongly 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 academic performance.

**Objectives.** North Idaho STEM Charter Academy will:

1. Adapt the policies into a student handbook providing a code of conduct including clear expectations and consequences for unacceptable behavior.
2. There will be school-wide process for teachers to handle minor and major infractions in the classroom setting.
3. Teach appropriate behaviors and foster responsible decision-making skills.
4. 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 Idaho STEM Charter Academy will:

1. Utilize the general philosophy of the character education program throughout all decisions to instill appropriate values.
2. Emphasize the importance of adults modeling important values at school.
3. Help students build personal bonds and carry out responsibilities to one another and to the faculty and staff.

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### **TAB 3**

4. Develop a sense of community and service within the school, and between the school and the larger community. Community service instills a sense of individual, social, and civic responsibility and enables the student to use newly found knowledge to solve community problems.

#### **Standard D**

The skills necessary to communicate effectively are taught.

Goal: Teach students a range of effective communication skills appropriate for the 21<sup>st</sup> century.

Objective. North Idaho STEM Charter Academy will:

1. Emphasize meaningful language experiences in the language arts, enhanced by writing, and memorization.
2. Provide access to computers to teach students basic computer skills and appropriate communication through technology.
3. Provide instruction in a foreign language as budget permits. Knowledge of a second language is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

#### **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 21<sup>st</sup> century through a dynamic, interactive academic program where student capabilities rather than textbooks drive pacing. Students must be well grounded in the basics such as reading, writing, mathematics, science, and social studies.

Objective. North Idaho STEM Charter Academy will:

1. Use the Idaho State Standards as a starting point to be enhanced by unifying themes and other creative methods.
2. Use a variety of methods to ensure student learning, including but not limited to reading, compositions, mathematics, inquiry-based science, history, and literature
3. Parents and educators will consider the student's strengths and weaknesses when presenting new challenges.
4. Emphasize math and science.
5. Offer a solid health curriculum as required by the state. Health knowledge and physical activity are very important for students.

#### **Standard F**

The skills necessary for the student to enter the workforce are taught.

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### **TAB 3**

**Goal:** Provide students with basic skills that prepare them for future employment and with the intellectual foundation and strong moral compass that provide the character traits of leadership which lead them to becoming productive citizens.

**Objective.** North Idaho STEM Charter Academy will:

1. Provide a strong foundation in reading, writing, problem-solving, math concepts, science, history, and literature.
2. Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21<sup>st</sup> century.
3. Enable student to develop the following intellectual habits important in society: 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.
4. Enable students to develop the following personal habits important in society: accepting responsibility for personal decisions and actions; honesty, courtesy, and integrity; a healthy lifestyle; empathy, courtesy and respect for differences among people; self-confidence; concentration and perseverance; responsible time management; and assuming a fair share of the work load.

#### **Standard G**

The students are introduced to current technology.

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

**Objective.** North Idaho STEM Charter Academy will:

1. Use technology as tools in an integrated educational program rather than as primary instructional delivery systems.
2. All students leaving North Idaho STEM Charter Academy will be proficient in using both a word processing and spreadsheet programs.
3. Use computers as tools for such activities as accessing research information, authoring, computation, record keeping, 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 the intellectual foundation to become responsible citizens in our society.

**Objective.** North Idaho STEM Charter Academy will:

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### **TAB 3**

1. Provide a comprehensive program of community service by the fourth year of operation that reflects responsible citizenship in a democratic society and an interdependent world.
2. 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 workload; and working cooperatively with others to reach group consensus.
3. Enable students to understand and apply concepts and principles embedded in each of the social sciences.

#### **An Educated Person**

Our society continues to evolve and transform, and an educated person in the 21<sup>st</sup> century will need to innovate continuously as new technologies and ideas will impact all aspects of the content of our society and world. Students at North Idaho STEM Charter Academy will design projects around rigorous and relevant standards-focused projects that engage students in authentic learning activities that teach 21<sup>st</sup> century skills, and demand demonstration of mastery.

North Idaho STEM Charter Academy's educational program will provide students the opportunity to develop his or her maximum potential academically and socially and to prepare them to be productive and successful citizens. The charter will determine the success of these goals by the continuing success of our students and by student scores on statewide evaluation tools.

#### **Special Needs Students *I.C. 33-5205(3) (q)* Special Education Eligibility Evaluations**

North Idaho STEM Charter Academy will serve children with disabilities by adopting the mandates of the Individuals with Disabilities Education Act (IDEA), provide students equitable enrollment procedures under section 504, and use the Idaho Special Education Manual for identifying, evaluating, programming, developing individualized education plans, planning services, developing our discipline policy, budgeting, and providing transportation for special needs students, as necessary. The School Board of North Idaho STEM Charter Academy will adopt the Idaho Special Education Manual 2007 and all subsequent revisions.

#### **Nondiscriminatory enrollment procedures**

North Idaho STEM Charter Academy will not deny enrollment to a student with a disability solely because of that student's need for special education or related services. Section 504 specifically prohibits discrimination on the basis of disability to public and

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## **TAB 3**

private programs and activities that receive federal financial assistance. Students with disabilities have the same opportunity to enroll in the school as all other students.

### **LRE requirements**

North Idaho STEM Charter Academy will provide special education and related services to eligible students in the Least Restrictive Environment as identified on each student's IEP.

Providing special education students services in the Least Restrictive Environment provides certain challenges. The project-based curriculum of North Idaho STEM Charter Academy is especially compatible for special education students. Project-based learning provides special needs students the ability to use and be appreciated for the strengths of his/her other intelligences besides the traditional linguistic and logical/mathematical intelligences that are traditionally valued in a typical classroom. Special needs students are able to demonstrate and be assessed for mastery of content and standards in a hands-on manner instead of the more traditional pencil and paper assessment, which is often the most challenging assessment format for special education. These students are rewarded based on the strengths of his/her skill sets. These are some of the reasons that project-based learning is one of the most effective pedagogies to use with special education students.

### **Student and parent rights**

IDEA includes a set of procedural safeguards designed to protect the rights of children with disabilities and their families. North Idaho STEM Charter Academy will protect student and parent rights as described in the Idaho Special Education Manual. A locked file will store special education records and staff will be trained in confidentiality requirements.

### **Discipline of students with disabilities**

Students receiving special education services or Section 504 accommodations will be held to the same academic and discipline standards as other students within the scope of applicable federal and state laws. Teachers and administrators will also follow the Idaho Special Education Manual to address these issues. North Idaho STEM Charter Academy will also consider whether the student's disability was a factor in a particular disciplinary infraction.

### **Services for Limited English Proficient Students**

A limited English proficient student is defined as an individual who has a native language other than English and comes from an environment where a language other than English is dominant; or is a Native American and comes from an environment where a language

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### **TAB 3**

other than English has had a significant impact on such individual's level of English language proficiency; and who has difficulty speaking, reading, writing or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language instruction is English.

The No Child Left Behind Act of 2001, Title III: Language Instruction for Limited English Proficient and Immigrant Students details the requirements for LEP programs and the way in which LEP students are to be instructed. Nothing under NCLB supersedes the Office of Civil Rights (OCR) regulations for instructing English language learners. The Idaho Consent Decree also details protocol for serving LEP student within Idaho.

North Idaho STEM Charter Academy will provide English language development services for eligible LEP students who enroll, and LEP designation may not be a factor in the enrollment lottery procedures.

When North Idaho STEM Charter Academy enrolls LEP students, they will assess the students for their level of language proficiency using the Idaho ELL Placement Test and place them in a program if services are needed. All requirements of NCLB, including but not limited to the following will be met:

- Identification of limited English proficiency through a Home Language Survey (HLS) given to all new students upon registration
- Development of a LEP plan for meeting needs of LEP students
- Submission of an annual LEP plan update to the state LEP program
- Provision of notifications to parents, translated to the extent practicable
- Provision of parental outreach opportunities
- Provision of continuous program monitoring
- Provisions of comprehensive professional development to all teachers and paraprofessionals that is applicable for serving LEP students
- Provision of annual reports to the LEP program at the State Department of Education

#### **Essential Educational Components of an LEP Program**

North Idaho STEM Charter Academy's second language instruction will be integrated into the overall curriculum, be responsive to cultural differences, and maintain high learning and achievement standards.

LEP students will be instructed in all content areas in a manner that will be comprehensible. Finally, all LEP students should receive specific English language development appropriate for linguistic abilities. This added instruction will help each student benefit from instruction in the classroom and simultaneously achieve appropriate academic levels.

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## **TAB 3**

### **Reporting Requirements**

North Idaho STEM Charter Academy will collect LEP data annually for submission to the State LEP Program. This data emphasizes the requirements outlined in Title III of NCLB and includes, but is not limited to, the following:

- Total number of students assessed as LEP with a language placement test
- Total number of LEP students served
- Progress in English language made by students enrolled in the program
- Progress in the academic content area made by students enrolled in the program
- Types of language instruction educational programs implemented within the school
- Total number of certified or licensed teachers working with language instruction educational programs
- Number of paraprofessionals serving LEP students in a language development program
- Number of students exited from the program each year
- Proposed changes, if any, for the subsequent year

### **Accountability for Serving LEP Students**

The State Board of Education uses a variety of methods to verify that districts are making every effort to develop and implement programs that will ensure access to an equitable education for all LEP students and meet consent decree requirements. North Idaho STEM Charter Academy will participate in the following types of data collection and monitoring devices:

- LEP plan and annual updates
- Educational Learning Plan for Limited English Proficient Students
- On-site visits
- LEP Program reviews
- Grades, attendance, participation in extra-curricular activities, teacher feedback, state assessments, and classroom assessments will also be included in the monitoring process of LEP students.

### **Language Proficiency Assessments**

North Idaho STEM Charter Academy will administer the Idaho English Language Assessment (IELA) to evaluate LEP students' oral, reading, and writing proficiency. The assessment provides information for student evaluation regarding growth and proficiency in the English language. The State Board of Education will provide the IELA annually every spring for LEA's to administer in order to measure the progress of the LEP students they are serving. An IELA placement assessment is a separate assessment provided by the State Department of Education and is used to determine placement into

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## **TAB 3**

an LEP Program. Annual statewide assessment is federally mandated by the No Child Left Behind Act of 2001.

### **School and State Coordination**

The administrator of North Idaho STEM Charter Academy will be the designated LEP director to coordinate the LEP Program with the State Department of Education.

### **Gifted and Talented**

Gifted and talented children mean those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing of visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities

We will follow all rules and regulations addressing Gifted and Talented in Idaho code, 33-2001, 33-2003, and IDAPA 08.02.03.999.

### **Identification of Gifted Students**

The identification of gifted students will be as follows:

1. Student is nominated by a teacher or adult knowledgeable of the student's abilities. The nomination should specify the need for GT services.
2. Student scores in the 98<sup>th</sup> percentile or higher in any academic area on a standardized test of achievement.
3. Student scores in the 90<sup>th</sup> percentile or higher on standardized test of creativity.
4. Student scores in the 98<sup>th</sup> percentile or higher on a standardized test of intelligence.

If a student qualifies on three of the four methods of qualification, that student will be designated for the gifted program. Any student that has previously received Gifted and Talented services in another school will need to meet this school's criteria before admission into the program.

Once a student has been identified as gifted, the school shall develop an Individual Education Plan (IEP) for the student. The IEP may be developed by a committee consisting of educators, administrators, counselors, parents and the student. The IEP will outline how the school will address specific educational needs of the student.

The school shall provide appropriate documentation in the student's file regarding identification, IEP, services, and evaluation of student achievement within the gifted program.

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## **TAB 3**

### **Dual Enrollment *I.C. 33-203(7) & 33-5205(3(R))***

Students enrolled in North Idaho STEM Charter Academy will be allowed to participate in dual enrollment with traditional public schools as required by Idaho Code 33-203. Dual enrollment options will be subject to district procedures as allowed in Idaho Code 33-203(1)

North Idaho STEM Charter Academy will have an Memorandum of Understanding (MOU) in place with IDEA in order to allow students from both schools to take courses from the other. Both schools will claim full enrollment for their students and pay the other entity for courses taken by those students. This will provide a variety of instructional opportunities, course offerings, and allow flexibility in scheduling for students in a rural setting. Students from other programs will also benefit from participating in a project-based STEM setting.

Parents will be provided information concerning dual enrollment options and requirements. State funding of a dually enrolled student will be only to the extent of the student's participation in the public school programs.

**Included is Appendix T – “Sample” 4 Year Plan High School Dual Enrollment to help better define our expectations and student opportunities**

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## **TAB 4**

### **Measurable Student Educational Standards *I.C. 33-5202 (3) (b)***

#### **Value- Added Assessment:**

Value-added assessment is a way to measure teaching and learning by identifying the progress made by individual students and the extent to which individual teachers and schools have contributed to that progress. Based on reviewing student test score gains from previous grades, predictions are made on the amount of growth those students are likely to make in a given year.

Student performance on assessments can be measured in two important ways.

Achievement describes the absolute levels attained by a student in their end-of-year tests, and growth describes the progress in test scores made over the school year. Value-added assessment measures growth and answers the question: how much value did the school staff add to the students who live in its community.

Because individual students rather than cohorts are traced over time, each student serves as his or her own “baseline” or control, which removes virtually all of the influence of the unvarying characteristics of the student, such as race or socioeconomic factors. This approach does recognize student-related factors and other extenuating circumstances such as evidence of an external effect related to the student’s home environment or some other variable lying outside the range of a teacher’s influence.

#### **Goals:**

We will meet the goals identified in this Charter petition when:

1. 80% of second grade students who have a 90% attendance record and have attended the school for 2 consecutive years will achieve a score of 3 on the spring IRI and by the end of third grade, 85% of students will receive a score of 3.
2. 85% of third through eighth grade students who have a 90% attendance record and have attended the school for 2 consecutive years will score proficient, advanced, or have made more than a year’s growth on their ISAT scores for reading.
3. 85% of third through eighth grade students who have a 90% attendance record and have attended the school for 2 consecutive years will score proficient, advanced, or have made more than a year’s growth on their ISAT scores for math.
4. 85% of fifth and seventh grade students who have a 90% attendance record and have attended the school for 2 consecutive years will score proficient, advanced, or have made more than a year’s growth on their ISAT scores for science.
5. 85% of third through eighth grade students who have a 90% attendance record and have attended the school for 2 consecutive years will score proficient, advanced, or have made more than a year’s growth on their ISAT scores for language.
6. By the end of year one, 90% of students will have raised their science course post-test scores by 10% from the pre-test scores

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## TAB 4

7. By the end of year two, 90% of students will have raised their science course post-test scores by 15% from the pre-test scores from year one.
8. By the end of year three, 90% of students will have raised their science course post-test scores by 20% from the pre-test scores from year one.
9. By the end of year two, students will show a 10% decrease in student discipline referrals from year one.

Administrative and teacher methods to measure student progress:

1. Use value added information to identify and improve the focus and impact of instruction for each student.
2. Improve data driven decision making by using value added information.
3. Measure the success of the school through growth, not simply achievement.
4. Create student growth trajectories to targets and develop intervention strategies.

Standards and standardization are the basis of assessment. Performance will be assessed on various levels:

1. Student progress relative to previous performance will be assessed following state requirements.
2. Attitudes and personal/academic habits will be assessed through teacher evaluations
3. Performance will be assessed relative to school and state developed standards
4. Content and instructional objectives for each STEM (Science, Technology, Engineering, and Math) area will specify the exact skill that is to be measured and demonstrated by the student
5. Formative and summative assessments tied to the specific content of each STEM area.
6. Multiple formats of assessments will make certain that the student has the ability to express their knowledge of the content being tested
7. Student portfolios

We will follow the timeline established by the Idaho State Department of Education in administrating student assessments. A student baseline will be established during the first year of testing and will be evaluated each year thereafter. The baseline will include, but not be limited to the following: ISAT and Smarter Balanced Assessments. Tracking of individual student progress is critical to evaluating the success of the curriculum, the instruction, and the climate of the school. This information will be used in on-going strategic and long-term school planning.

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## TAB 4

### Measuring student progress

The Idaho State Achievement Standards clearly define the essential knowledge and skills for learning. The State Standards represent the minimum standards all students at North Idaho STEM Charter Academy will strive to achieve. Students will be encouraged to view assessments as learning experiences and challenges. Student growth and development will reflect understanding, application, and synthesis of the educational standards of the State of Idaho and North Idaho STEM Charter Academy. Students will meet or exceed the statewide performance standards developed by the Idaho Department of Education.

Student progress in meeting the state achievement standards will be measured by the following assessments:

- Smarter Balanced Assessment for grades 3 through 8 and 11<sup>th</sup> grade
- ISAT in the areas of science for grades 5 and 7.
- IRI for kindergarten, first, second, and third grades.
- ACT, SAT, or Compass exam by the end of 11<sup>th</sup> grade
- Completion of a Capstone STEM Senior Project by the end of 12<sup>th</sup> grade

The federal No Child Left Behind (NCLB) act has given added impetus for schools to close the achievement gap between high and low performing students. Students with low achievement are often minority, special education, or Limited English Proficiency students. North Idaho STEM Charter Academy will use data from standardized state assessments, which are aligned to the state standards, to show result for various groups of students including specific student subgroups.

Student achievement will be clearly documented on school records. All results of statewide testing will be reported to school patrons as well as the State Department of Education. Test data will be used when placing students. Strategies will be developed and implemented to remedy any accreditation deficiencies focusing primarily on student achievement. Test data will be used to improve student performance and instructional programs. Student achievement will also be monitored by using multiple testing measures as teacher-made tests, skill check lists, norm referenced tests, criterion referenced tests, and assigned student work.

Other methods of self-assessment include, but are not limited to the following:

- Analyzing weekly/unit assessments in all subject areas
- Results from performance tasks and rubrics in writing
- Parent surveys to determine student/school successes and needs
- Evaluation of presentations skills by students on projects
- Students' abilities to use given data to make predictions
- Student's ability to use available technology to assist in solving problems
- A positive school environment

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## TAB 4

- Character Education is valued by Board, administration, staff, students, and patrons
- Strategic Planning and Long-term planning are on-going

An annual report of student progress will be made to the Idaho Public Charter School Commission.

### **Standardized Testing *I.C. 33-5205 (3) (d)***

#### Statewide Assessments

The students at North Idaho STEM Charter Academy will be evaluated using the same standardized tests as other Idaho public school students. North Idaho STEM Charter Academy will give the state-mandated assessments during the testing windows outlined by the State Department of Education.

#### Additional Assessment

Additional yearly assessment tools may be required as determined by the North Idaho STEM Charter Academy Board.

Student assessment evaluation, reported annually, will consist of:

- A student baseline developed during the first year using testing results which will be used to track the individual student
- A comparison of annual results with baseline score to assess progress
- Grade-level and school composite scores
- A graph of annual results showing year to year change
- Comparative results between North Idaho STEM Charter Academy, state, and national averages

Annual Reports to Idaho State Board of Education and Authorized Chartering Entity  
Annual reports will be made to the Idaho State Board of Education and Authorized Chartering Entity, providing formative and summative data to demonstrate that the school is meeting all the performance standards prescribed by the state and other standards still under construction. This data can include emerging Idaho State Department of Education standards, benchmarks and/or North Idaho STEM Charter Academy developed criteria.

### **Accreditation *I.C. 33-5205(3)(e), 5210(4)(b)* & (IDAPA) 08.02.02.140**

North Idaho STEM Charter Academy will be accredited through Northwest Accreditation Commission (NWAC)/AdvancED in order to ensure North Idaho STEM Charter Academy's K-8 and high school program is properly accredited. The Board will comply with all accreditation standards established by the NAAS. These standards include:

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## TAB 4

### Teaching and Learning Standards

- Mission, beliefs, and expectations for student learning
- Curriculum
- Instruction
- Assessment

### Support Standards

- Leadership and organization
- School Services
  - Student Support Services
  - Guidance Services
  - Health Services
  - Library Information Services
  - Special Education Services
  - Family and Community Services
- Facilities and Finance

### School Improvement Standard

- Culture of continual improvement

North Idaho STEM Charter Academy will also follow the Idaho State Board of Education Rules Governing Uniformity. This would include developing the following:

- A School/District Strategic Plan
- A Continuous School Improvement Plan
- An aligned and focused plan for the improvement of school and staff capacity (including structure, resource allocation, and teacher skill sets) to increase student achievement
- A plan to meet state approved accreditation standards
- Submitting reports as requested
- Meeting the elements of Thoroughness

### No Child Left Behind (NCLB)

Student learning is the primary focus for North Idaho STEM Charter Academy. A Strategic Plan will be in place as part of our accreditation process with the State of Idaho. The Strategic Plan will be developed by the Board of Directors, Principal, and staff representatives. The plan will outline, by year, educational steps including needed remediation for all educational goals identified. Explicit curriculum and procedures will be included in the Strategic Plan.

Written administrative policies will be developed, interpreted, and communicated to staff, students, and patrons regarding student achievement. A plan for evaluating student achievement will be in place. Test data will be used for both student improvement, and to determine how well the faculty is implementing the instructional program. Grading policies will be in place.

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## TAB 4

The data will be used to make accurate judgments about student and school performance and to make better decisions about how to deploy resources to improve the school. The school will maintain careful records on actual instructional practices and strategies to determine if the practices and strategies in place are positively impacting student achievement. This data will guide curriculum/staff development and both Strategic and Long-term planning of the school and its programs while measuring the effectiveness of the governing board, administration, staff, and faculty implementing the educational program.

If North Idaho STEM Charter Academy should ever be identified as “In need of improvement,” we would meet the federal requirements as follows:

- Promptly providing information to the parents of each child enrolled in the school explaining what the identification means, the reasons for the school being identified, what the school is doing to improve, what help the school is getting, and how parents can become involved in addressing the academic issues that led to the identification [*Section 1116(b)(6)*].
- Ensuring that the school receives technical assistance, both during the development or revision of its improvement plan and throughout the plan’s implementation [*Section 1116(b)(4)*].
- Reviewing, through a peer-review process, the school’s improvement plan, working with the school to make necessary revisions in the plan, and approving the plan once it meets the requirements of the statute [*Section 1116(b)(3)(E)*].

In implementing these requirements, States, charter school authorizers, and charter schools should attempt to align them, as much as possible, with State law requirements related to charter school accountability.

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## TAB 5

### **Governance Structure *I.C. 33-5205(3) (f)***

North Idaho STEM Charter Academy, Inc. is a non-profit organization organized and managed under the Idaho Nonprofit Corporation Act. The School's Bylaws and Articles of Incorporation are provided in Tab 1. The Board of Directors will be the public agents who control and govern the charter school. In addition, The Board of Directors shall be responsible and ensure that the school is in compliance with all applicable federal and state education standards, all applicable federal and state laws, rules, regulations, and policies, as well as the terms and conditions of the charter.

The Board of Directors meetings will follow the open meeting laws, keep accurate minutes, and make the minutes available to the public, according to the By-laws of the charter school.

North Idaho STEM Charter Academy will comply with all regulations to ensure that the charter school meets the terms of its charter and complies with applicable laws. The regulations address performance monitoring through annual school accreditation reports and annual reporting on educational goal attainment.

Idaho law requires charter schools to submit to their authorizer an annual report that contains a fiscal and programmatic audit, a report on student progress based on the school's identified educational standards, and a copy of the school's accreditation report. It also requires charter schools to comply with the same financial reporting requirements as school districts.

#### **Parental Participation**

The Board will establish policies to ensure parental involvement. The process to ensure parental involvement may include, but not be limited to:

- Parents will receive written materials at the beginning of each school year.
- Parents will be encouraged to attend two parent teacher conferences per year
- Parents will be asked to complete a survey during the school year addressing the following issues: safety to students, classroom discipline, school-wide discipline, child's response to classroom atmosphere, and parent's perception of learning environment, curriculum, and achievement
- Parents will be encouraged to be involved in the Parent-Faculty Association (PFA) and to volunteer for school projects, programs, and committees, and to work with students
- Parents will be highly encouraged to attend and participate in the Board of Directors monthly board meetings.
- Parents will be encouraged to provide an appropriate learning environment at home for study
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## **TAB 5**

- Parents will be encouraged and welcomed to volunteer in their child's(ren's) classroom(s)

Parents will be encouraged to communicate regularly with the school. In turn, the school and the PFA will regularly communicate with the parents.

### **Organizing Group**

The organizing group of founders has written the Charter petition and selected the initial Board of Directors. The Board of Directors and the school principal will work together to establish a preliminary operating budget.

### **Board of Directors**

The Board of Directors of North Idaho STEM Charter Academy should consist of no less than five (3) and no more than seven (7) members.

Elections for members of the Board of Directors will be staggered with varying lengths of terms according to the Bylaws.

### **Audit of Programmatic Operations *I.C. 33-5205 (3) (j)***

An annual educational program and financial audit will be conducted after the completion of each charter school year. North Idaho STEM Charter Academy will conduct a programmatic audit through information obtained via its own instruments, timeline, and processes as well as contract a programmatic audit through the Idaho Charter School Network. An independent auditing firm will conduct a financial audit. A copy of the fiscal audit will be submitted the SDE, as well as their authorizing body, which is required by the IC33-701 (6) (as required by Idaho Code 33-5210 (3)). The Public Charter School Commission may choose to do an independent audit at the Commission's expense. An independent audit may be performed as specified (annually) or at such time as revocation of the charter may be initiated.

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## **TAB 6**

### **Employee qualifications**

Employment practices shall be governed by the relevant laws of the State of Idaho. These laws include, but are not limited to Idaho Code Sections 33-513 through 33-518, and sections 33-130, and 33-5205 (3) (g).

These practices include but are not limited to hiring, dismissal, contracts, grievance procedures, certification, criminal history check, and personnel records. Educational experience of certified teachers will accrue for service in a charter school as defined by Department of Education IBEDS rules.

North Idaho STEM Charter Academy full-time staff will meet or exceed qualifications required by state law. Staff will be required to possess personal characteristics, knowledge, and experience consistent with the philosophy, mission, and expectations of this petition.

North Idaho STEM Charter Academy will hire teachers who have met the highly qualified standards as set by the State of Idaho for both new teachers and teachers who are not new to the profession. To be compliant with NCLB, all Idaho teachers of core academic subjects, including special education teachers, must additionally demonstrate subject matter competence in each core academic subjects taught.

The administration will make recommendations to the Board of Directors for approval of instructional staff. Each professional staff member (teacher and administrators) will be on a written contract approved by the Superintendent of Public Instruction according to 33-5206(4).

North Idaho STEM Charter Academy will not discriminate on the basis of any criteria prohibited in federal and state mandates.

### **Background Checks**

The criminal history check shall be based on a completed ten (10) finger fingerprint card or scan and shall include, at a minimum, the following state and national databases:

1. Idaho bureau of criminal identification
2. Federal bureau of investigation (FBI) criminal history check
3. Statewide sex offender register

The State Department of Education shall charge all such individuals a fee of forty dollars (40.00) for undergoing a criminal history check. The fee will be sufficient to cover costs charged by the Federal Bureau of Investigation, the state police and the State Department of Education. A record of all background checks shall be maintained at the State

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## TAB 6

Department of Education and North Idaho STEM Charter Academy in a data bank for all employees with a copy going to the applicant upon request.

All substitute teachers must submit for a criminal history check before substituting at North Idaho STEM Charter Academy. Regarding a partnership with other educational entities for grade 9 through 12, North Idaho STEM will additionally require and complete background checks on all teachers with multiple teaching assignments. North Idaho STEM Charter Academy will submit the required forms.

### **Targeted Staff Size**

North Idaho STEM Community Charter will employ one teacher per class, with additional staff for music, gifted and talented and physical education as the budget permits. The goal is to have 1 teacher per ~~27~~ stated students per grade level class.

### **Estimated staff: 17 FTE in year 1**

Principal/Business Manager - 1 FTE

Curriculum Coordinator – 1 FTE

Kindergarten (maximum class size =22 /2 half day classes) 1 FTE

First grade (maximum class size = 22) 1 FTE

Second grade (maximum class size = 24) 1 FTE

Third grade (maximum class size= 26) 1 FTE

Fourth grade (maximum class size = 28) 1FTE

Fifth grade (maximum class size = 30) – 1 FTE

Sixth grade (maximum class size = 30) – 1 FTE

Seventh grade (maximum class size = 30) – 1 FTE

Eighth grade (maximum class size = 30) – 1 FTE

Special Education Teacher -.5 FTE

Music Teachers – .5 FTE

Math Specialist –1 FTE

Science Specialist –1 FTE

Administrative Assistant – 1 FTE

Gifted and Talented – 1 FTE

Physical Education – .5 FTE

Custodian -.5 FTE

### **Professional Opportunities**

Faculty at North Idaho STEM Charter Academy will work in an environment where they have opportunities to work with other faculty to align subject areas. The Principal and administrative team will determine in-service training days in order to provide teachers with training in the teaching methods described in this petition.

North Idaho STEM Charter Academy will provide training for the project-based STEM curriculum before the opening of school and on-going training thereafter.

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## TAB 6

### **Health and Safety I.C. 33-5205 (3) (h)**

North Idaho STEM Charter Academy's Principal will ensure that the school's employees understand and are able to implement the school's vision upon hiring and through in-service training. All employees will undergo an annual performance review.

#### **Health and Safety**

To ensure the safety of our employees and students, North Idaho STEM Charter Academy will comply with the following health and safety procedures.

1. Conduct criminal history checks for all employees in compliance with Idaho Code 33-130. This requirement is a condition of employment.
2. Require that all students have proof of immunization or have a written parental waiver and have a birth certificate or other identification before being enrolled at the North Idaho STEM Charter Academy.
3. Require that all visitors sign in at the office and receive and wear a visitor's pass when visiting the school buildings.
4. Provide for inspection of the facility in compliance with Section 39-4130 of Idaho Code. Adopt policies to meet all required city, state, and federal health, accessibility, safety, fire, and building codes for public schools. Fire and safety officials using the same guidelines for all public schools will inspect the facility.
5. Adopt and implement, where appropriate, policies regarding health, safety and risk management policies, unless otherwise written and adopted by the Board of Directors. These policies will at a minimum address the above and the following items:
  - a. Policies and procedures for response to natural disasters and emergencies, including fires and bomb threats.
  - b. Policies to implement lock-down procedures in the event of intruders or local emergencies requiring children to remain safely at facility and/or indoors.
  - c. Policies relating to preventing contact with blood-borne pathogens.
  - d. Policies requiring all staff receive training in emergency response, including appropriate "first responder" training.
  - e. Policies relating to the administration of prescription drugs and other medicine.
  - f. Policies establishing that the school functions as a gun-free, drug-free, alcohol-free and tobacco-free workplace.
  - g. Policies establishing school closures due to inclement weather, or facility emergencies.

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

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## **TAB 6**

North Idaho STEM Charter Academy will also follow all the Idaho Content Standards for health and physical education.

### **Public Employees Retirement system**

All qualified North Idaho STEM Charter Academy personnel will be covered by and subject to the Public Employee Retirement System of Idaho, health insurance, Federal Social Security and Medicare, federal and state employment taxes, unemployment insurance and worker's compensation insurance in accordance with applicable Idaho Codes.

### **Transfer Rights *I.C. 33-5205 (3)(0)***

Employees of North Idaho STEM Charter Academy are not employees of the Lakeland School District. They may apply to teach in any School District. Teachers at North Idaho STEM Charter Academy will not be eligible for an in-district transfer to another school within the Lakeland School District.

### **Collective Bargaining *I.C. 33-5205 (3) (p)***

North Idaho STEM Charter Academy's staff and employees will be a separate unit for purposes of collective bargaining.

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### **Written Contract *I.C. 33-5206 (4)***

All teachers and administrators will be on a written contract with North Idaho STEM Charter Academy as approved by the state superintendent of public instruction. All employees will undergo semi-annual performance reviews.

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## **TAB 7**

### **Admission Procedures**

North Idaho STEM Charter Academy will follow the model admission procedure identified by the Idaho State Board of Education in the initial year and for every year thereafter.

North Idaho STEM Charter Academy admission procedures, including provision for over enrollment: Such admission procedures shall provide that the initial admission procedures including provision for over enrollment, will be determined by lottery or other random method, except as otherwise provided herein. If initial capacity is insufficient to enroll all pupils who submit that preference shall be given in the following order:

1. North Idaho STEM Charter Academy founders' children as well as children of full-time employees will have first preference for admission to the school, with a maximum of 10% of the student population consisting of founders' and full-time employees children.
2. Siblings of current students will be given admission preference to enroll in the school.
3. Students residing in the primary attendance area will be given admission preference to enroll in the school.
4. An equitable selection process will be in place for remaining students wishing to attend the school.

### **Public School Attendance Alternative**

Because North Idaho STEM Charter Academy is a new entity and not a conversion of an existing school, the attendance alternative would be the same as for those presently residing within the Lakeland School District. Students located within the attendance area of the Charter School would have the option to enroll in existing public schools presently serving the area. No student will be required to attend North Idaho STEM Charter Academy

### **Enrollment Growth**

Enrollment for North Idaho STEM Charter Academy was 264 students in 2012/13 and is at 312 in 2013/14 school year in grades K-8. We expect to methodically add classes each year in a "Natural" growth pattern to both our K-8 and high school levels (9-12) in order to build our enrollment to a maximum of 724 students by the fall of 2022.

**Please see the table in Appendix R for Expected Enrollment and Growth**

### **Over-Enrollment Procedures**

North Idaho STEM Charter Academy has identified the following over-enrollment procedures:

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## TAB 7

1. North Idaho STEM Charter Academy full time employees and founders' children will have first preference for admission to the school, with a maximum of 10% of the student population consisting of founders' children. Any founders' children in excess of the 10% will go to the highest preference category for which they qualify.
2. Four lottery preferences and/or waiting lists will be established for and prioritized as follows for year one:
  1. Children of founders and full-time employees
  2. Siblings of pupils already enrolled
  3. Students who reside within the primary attendance area and all other students by equitable selection process.
3. Five lottery preferences and/or waiting lists will be established for and prioritized as follows for subsequent years:
  1. Returning students
  2. Children of founders and full-time employees
  3. Siblings of pupils already enrolled
  4. Students who reside within the primary attendance area, and
  5. All other students by equitable selection process.

Applications will be drawn for placement using the Equitable Selection Process outlined in Subsection 203 of the Administrative Rules Governing Charter Schools. The process will begin with a randomly drawn grade and continue with randomly selected grades. Those on the waiting list may be placed in the school any time during the year when an opening occurs. Available positions will be filled from the waiting list established from the initial lottery.

4. Once on a waiting list, students will remain eligible for placement within the school without repeating the application process. Each year, North Idaho STEM Charter Academy will contact all waiting list students and request written verification of the continued desire to be on the waiting list. The order of these waiting lists will be revised annually based on the lottery results. Students wishing to be removed from the waiting list must make their request directly to North Idaho STEM Charter Academy, preferably in writing. Returning students who submit their written verification on time will automatically be admitted.
5. Once the enrollment period is complete and waiting lists have been established through lottery as described above, subsequent applications will be added to the waiting lists on a first come-first served basis.
6. A lottery will be held by April 30 to establish the waiting list order of entrance for the upcoming school year in the initial year and each year thereafter. All openings during the school year will be filled according to the order established by that lottery. The lottery will be held in a public forum and an uninterested party will conduct the lottery selection.

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## TAB 7

### **Non-Discrimination**

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs as required by federal, state, and local laws.

### **Denial of School Attendance *I.C. 33-205***

See Suspension and Expulsion section under the Discipline Policy.

### **Discipline Procedures *I.C. 33-5205(3)(f) & 33-210 & 33-5205(3)(f)***

North Idaho STEM Charter Academy is committed to a safe learning environment. Student expectations for appropriate behavior are high and will be communicated to both students and parents through the student handbook and upon enrollment. Students may be denied attendance to the charter school for any of the following reasons:

- Being a habitual truant
- Being deemed incorrigible by the school Principal
- Being deemed by the Board of Directors to be disruptive to the school for disciplinary reasons
- Being detrimental to the health and/or safety of other students
- Being expelled from another district

Upon approval of a charter, the Board will appoint a committee to further develop the student handbook to ensure it reflects the vision and purpose of North Idaho STEM Charter Academy, and will continue to be in compliance with Idaho School Board Policies and the laws of the State of Idaho. All students and parents will receive a copy of the student handbook upon enrollment. A copy of the student handbook can be found in the appendix.

### **Disciplinary Consequences**

Discipline actions and consequences for violations of school rules, regulations, and procedures include, but are not limited to, the following:

1. Student conference with principal.
  - a. Loss of privileges
  - b. Detention
  - c. Phone call to parent
  - d. Letter sent to parent
  - e. Student and parent conference with Principal
  - f. Suspension from extracurricular activities

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## TAB 7

- g. In-school suspension
- h. Out-of-school suspension
- i. Referral to Counselor or Student Specialist
- j. Recommendation to Board for Expulsion

The Principal determines appropriate consequences for infractions

### Suspension Policy

Students will be suspended for one to three days as deemed appropriate by the school administrative team for offenses that interfere with the learning of other students.

Offenses may include but are not limited to:

- Student harassment, intimidation, or bullying
- Fighting
- Cyber bullying
- Chronically tardy either to school or class
- Cheating or plagiarism
- Other conduct disruptive of good order or of the instructional effectiveness of the school

Students will be re-admitted to class once a parental conference with the Principal has been conducted. The Principal, with the administrative team, will design a program for the student to follow upon re-admittance. With each discipline referral thereafter, days of suspension will be increased by one day, until a maximum of five days has been reached. At that time, the student will be referred to the Board for consideration of permanent expulsion since the student is demonstrating a lack of commitment to the values of the established learning community and/or is habitually disrupting the learning of others.

### Expulsion Policy

The Principal or Board may deny attendance at North Idaho STEM Charter Academy by expulsion of any student who is a habitual truant, or who is incorrigible, or whose conduct, in the judgment of the Principal or Board, is such as to be continuously a discipline problem, or who may be harmful to the other students. Expulsion will be until the next calendar break, semester, or for the rest of the year. The Governing Board shall have the right to permanently expel students for disciplinary or attendance reasons.

### **Procedures for students using alcohol/controlled substances 33-210**

North Idaho STEM Charter Academy will comply with I.C. 33-210. FMSCC recognizes that substance abuse, the harmful use of drugs, tobacco and alcohol, and the problems associated with it are becoming increasingly commonplace in our society.

---

## **TAB 7**

The primary focus of our program shall be educational in nature, with instruction geared to discourage student experimentation of any mood altering substance. A companion focus of this program shall be aimed to assist students who have made unacceptable choices regarding any controlled substance and track all related incidents. A necessary part of the latter focus is an attitude among teachers and other staff members that one of our responsibilities are to assist those students who need help in overcoming their potentially addictive behaviors. If a student cannot, or will not, commit to responsible behavior, several sanctions may be imposed as a disciplinary measure. They include, but are not limited to, the following:

- Parent or guardian contacted
- Referral to assistance, such as counselors and/or health professionals
- Referral to an outside agency for chemical dependency assessment and/or treatment
- Suspension from school
- Expulsion from school

North Idaho STEM Charter Academy will also develop a Suicide Crisis Response Plan.

### **Student Handbook**

North Idaho STEM Charter Academy will produce a complete student and parent handbook that describes rules and procedures before parents begin the admission procedure. For a current draft, see appendix E. A final handbook will be approved by the Board.

---

## **TAB 8**

### **Business Plan**

#### **Business Description**

North Idaho STEM Charter Academy, Incorporated, is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code. Notwithstanding any other provision of these Articles, 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). North Idaho STEM Charter Academy was established in October of 2009.

#### **Marketing Plan**

Prospective students will be given the opportunity to enroll regardless of race, color, national or ethnic origin, religion, sex, social or economic status, or special needs. The primary attendance area for North Idaho STEM Charter Academy shall be Lakeland, Coeur d'Alene, and Post Falls School District areas. We also anticipate interest from the southern Bonner County area. This area has the potential of meeting or exceeding our initial target student body of 200 students. North Idaho STEM Charter Academy will actively recruit students for enrollment using, but not limited to, the following methods:

- Develop a website with school information
- Hold town meetings in the 3 local districts and the district to the north
- On-going articles in local publications
- Produce flyers and pamphlets
- Advertise on local radio stations
- Direct mailings to primary attendance area households
- News releases
- Advertise with elementary and middles schools located within the target area upon administrative approval

The cost for the advertising budget is approximately \$8500

#### **Facility Description**

We plan to construct a permanent school building prior to the start of school in September 2012 and the facilities will be inspected to ensure compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code and the *Americans with Disabilities Act*.

---

## **TAB 8**

### **Instructional Arrangements**

North Idaho STEM Charter Academy plans to open in September of 2012. Grade organization will generally consist of traditional single-grade classrooms. The administration will determine the school calendar, schedule, and hours of operation based upon a modified schedule. Within that general format, the administration, in consultation with the Board of Directors, will establish the school year calendar in compliance with the requirement of providing 900 hours of instruction. This schedule will be reviewed on an annual basis and may be changed, as necessary, by the administration in consultation with the Board of Directors. State and District-required hours of attendance will be met. Administrative services will be provided by the North Idaho STEM Charter Academy Principal supplemented by other contracted services as needed. Annual programmatic and financial reports will be presented to the Board of Directors. The Principal will also serve as the liaison between the Governing Board, the Public Charter School Commission, and parents. Financial operations will be contracted out to licensed and bonded entities. Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

### **Day-to-Day Operations**

The principal of North Idaho STEM Charter Academy will determine the day-to-day operations of the school. The Governing Board will have oversight authority.

### **Budget**

The budget for North Idaho STEM Charter Academy, 1) will be prepared in compliance with section 33-801, Idaho Statutes and policy of the State Board of Education, 2) will be presented at a public hearing in June of the year the school will open, and 3) will be delivered to the State Department of Education as required on or before July 15 prior to the start of the school year. Copies of the budget will be provided to the authorizing body. The budget will be prepared, approved and filed using the Idaho Financial Accounting Reporting Management System (IFARMS) format.

Fiscal responsibility will be maintained through good fiscal management. This will be helped by the purchase of 2M software which will be used to keep track of all revenues and expenditures necessary to generate state reports. We will purchase the services of a certified public accountant to train our office staff, generate monthly reports, set-up and process payroll. The monthly reporting will ensure that we stay on track throughout the year. North Idaho STEM Charter Academy will purchase an annual audit to ensure fiscal responsibility.

---

## TAB 8

**For complete budget see appendix D.**

**Start-Up and Long Term Budget:** A start-up budget with forms, three-year operating budget, and first year month-by-month cash flow form are attached.

**Income Sources:** Funding sources will include state allocation per pupil, federal start-up grants, private grants, business partnerships, and donations.

**Working Capital and Assets:** North Idaho STEM Charter Academy does not expect to have working capital and assets until after the Charter is approved.

**Fundraising:** A committee has been established to conduct fundraising efforts to generate capital or to supplement the per-pupil allocations. We have not included any fundraising monies in our budget.

### **Expenditures**

Expenditures will be handled as described in the following sections.

**Purchasing Process:** North Idaho STEM Charter Academy's Principal will determine procedures for procuring goods and services, with approval of the Board of Directors.

**Payroll Processing:** North Idaho STEM Charter Academy intends to outsource its payroll processing as determined by the Principal, with approval of the Board of Directors.

**Financial Management:** The accounting records will be kept in accordance with generally accepted accounting principles. North Idaho STEM Charter Academy will follow the requirements set forth by the Idaho State Department of Education, including formats for account numbering. The Principal of North Idaho STEM Charter Academy will be responsible for financial management.

**Bonding:** Documentation of bonding of all personnel involved in the school's financial operations will be provided prior to the opening of the school.

### **Transportation**

North Idaho STEM Charter Academy will not offer transportation services for students for the 2012-2013 school year because it has been deemed not practicable due to financial constraints. It is also not practicable to contract with other districts that may not share our identical school calendar. North Idaho STEM Charter Academy will investigate transportation options in subsequent years.

---

## **TAB 8**

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. Transportation for fieldtrips, excursions, and extracurricular activities will be provided by the school through one or more of the allowable methods provided for by the state.

### **Food Service**

North Idaho STEM Charter Academy will not provide any food service initially but will consider programs for a possible future date.

Free and reduced lunch data will be collected during enrollment.

**Resumes of directors for nonprofit corporation – See appendix H**

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## **TAB 10**

### **Business Arrangements & Partnerships**

Except the item listed below, North Idaho STEM Charter Academy does not have any business arrangements or partnerships with other schools, educational programs, businesses, or nonprofit organizations.

1. Land Lease Agreement with Lorna Finman.
2. Contracted legal service with attorney Mark Jackson.
3. Contracted accounting service with Brian Tenney CPA

### **Additional Information**

#### **School Status**

North Idaho STEM Charter Academy will be a public charter school. It will not be a religious school, a conversion of a private, or a school operated for profit.

#### **Student Fees**

No fees from students are planned at this time. Fees may be identified in the future by the principal, as appropriate, and as allowed by state law. Accommodations for low-income students will be made through fundraising efforts or fee waiver provisions. North Idaho STEM Charter Academy is a public charter school and will not charge tuition.

#### **Public Access**

North Idaho STEM Charter Academy 's policies regarding the ways in which the public may have access to the school's students, staff, and facilities will comply with all aspects of the Idaho Public Records Law (Idaho Code 9-337 - 9-350). North Idaho STEM Charter Academy will comply with Idaho statutes relating to public records and public meetings, as indicated in the By-laws. We will comply with the Idaho Open Meeting Law (I.C. 67-2340-67-2347).

#### **School Records**

North Idaho STEM Charter Academy's Principal will determine how the school will maintain school records and required information, consistent with state and Federal guidelines.

#### **IRS Regulations**

North Idaho STEM Charter Academy will comply with all Internal Revenue Service regulations and reporting requirements.

---

## **TAB 10**

### **Use of District Facilities**

At this time we have no arrangements to utilize any Lakeland School District facilities.

### **Inspection Reports**

North Idaho STEM Charter Academy will provide certification that the facilities meet all requirements for health, safety, fire, and accessibility for the handicapped required of all public schools prior to the opening of the school and by the date specified in the contract. North Idaho STEM Charter Academy will provide initial and ongoing certifications of the facilities for health, safety, and fire compliance to the authorizing body and other entities as required.

### **Amending the Charter**

Any revision of the terms of the Charter, consisting of Tabs 1 - 10, requires the approval of the North Idaho STEM Charter Academy Board of Directors and the PCSC.

### **Proof of Attendance at the Petitioner's Workshop**

Two founding members attended the Petitioner's Charterstart! 101 Workshop held on October 5<sup>th</sup>, 2009.

### **Policies and Procedures**

See the attached policies and procedures for North Idaho STEM Charter Academy. In the event a policy does not exist when needed, the Lakeland School District Board policy will become the default policy.

### **C. Termination *I. C. 33-5205(3) (u)***

#### **Dissolution**

In cases of termination, the Governing Board of North Idaho STEM Charter Academy is responsible for the dissolution of the business and affairs of the school. North Idaho STEM Charter Academy will fully cooperate with the authorizing body for the dissolution process. All records of students residing in the District will be immediately transferred to the District. All students will receive written notice of how to request a transfer of student records to a specific school. North Idaho STEM Charter Academy will accommodate student record requests from schools outside of Lakeland School District for up to one year after dissolution. Upon the dissolution of North Idaho STEM Charter Academy, remaining assets will be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. All remaining assets will be distributed to the Public Charter School Commission.

## Appendix C: IPCSC Closure Protocol



## Closure Protocol

Idaho Public Charter School Commission

514 West Jefferson Street, Ste. 303

Boise, Idaho 83702

208-332-1561

[pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov)

Alan Reed, Chairman

Jenn Thompson, Director

## Purpose

This document provides guidance on the public charter school closure process.

## Authority

Title 33, Chapter 52 of Idaho Code, known as the Charter School Act provides for public charter school operations based on a contractual agreement between a charter school board of directors and a state authorized chartering entity, such as the Idaho Public Charter School Commission (IPCSC).

Operating contracts, known as Performance Certificates are granted by state authorized chartering entities to the governing board of a non-profit corporation that serves as the charter holder. Performance certificates are limited to five-year terms.

Closure protocol is enacted when:

- an authorized chartering entity chooses to non-renew a school's charter pursuant to I.C. § 33-5209B;
- an authorized chartering entity chooses to exercise its right to revoke a charter pursuant to I.C. § 33-5209C; or
- a charter holder chooses to relinquish its charter by approval of a resolution.

Each authorized chartering entity is required to maintain a closure protocol and is tasked with oversight of the closure process.

If closure is due to an IPCSC nonrenewal or revocation decision, written notice will be issued to the school within 14 days of the decision and this closure protocol must begin within 5 days.

## Roles

**Authorizer:** the authorized chartering entity is responsible to maintain closure protocol and to oversee the closure process.

**Charter Holder:** the charter holder is responsible to ensure that all closure tasks are complete and all deadlines are met. The school is responsible for any and all costs associated with closure.

## Note

Please note that every closure situation is different. This guidance document may need to be expanded or adjusted to accommodate the specifics of a particular closure.

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## I. Closure Protocol Team

### A. Initial Meeting

within 5 business days of the date on which written notice of closure is issued, a meeting of the closure protocol team will be held.

### B. Team Members

The Closure Protocol Team shall meet at least once a month between the date of the decision to non-renew, revoke, or relinquish the charter and the final dissolution of the board. Meetings shall be organized and chaired by the “team lead”. The team lead is also responsible for compiling meeting minutes and all documentation for the final closure report.

Required members of this team shall include:

1. The school’s Board Chair;
2. The school’s Lead Administrator;
3. The school’s Business Manager;
4. The IPCSC Director
5. A Team Lead (appointed by the IPCSC Director); and
6. The State Department of Education’s School Choice Coordinator.
7. Additional members may be added to the closure protocol team by mutual agreement of the required members.

### C. Subcommittees

1. Subcommittees shall be established for the purpose of managing closure tasks in the following areas:
  - i. Communication – student, teacher, family
  - ii. Financial – vendors and assets
  - iii. Business – employer and corporation
  - iv. Records – student and employee records

## D. Meeting Agenda

The meeting agenda for the initial meeting of the closure protocol team shall include the following:

1. Review of the closure protocol guidance document;
2. Review of the final closure report template;
3. Review the roles and responsibilities of each party and subcommittee throughout the process;
4. Assign liaisons from both the school and the IPCSC to the Closure Protocol Team and any subcommittees;
5. Establish due dates for all tasks listed in Section I.E of these procedures; and
6. Review notification letter drafted by IPCSC Staff.

## E. Important Dates

Due dates to be established at the initial meeting of the Closure Protocol Team shall include the following:

1. The date of the school's last allowable draw on public funds;
2. The date on which the school shall cease to provide services to students;
3. The date by which records to be retained beyond the closure date are to be transferred the authorizer;
4. The date by which all assets purchased with federal dollars must be transferred to the authorizer for redistribution to other charter schools;
5. the date on which all employee contracts are to be ended and all communication on behalf of the school must cease;
6. The date on which benefits will end;
7. The date by which the final audit must be completed;
8. The date by which all financial activity must be ended, including cutting the final checks and closing all bank accounts;

9. The date by which all W2s will be issued for the school's final operating year; and
10. The date by which the non-profit corporation must be dissolved.

## Communication

### A. Initial Stakeholder Notification

1. Within 7 business days of the date written notice of closure is issued, the school is responsible to issue a letter (drafted by the IPCSC) notifying stakeholders of closure. This letter shall minimally include:
  - a. Where and when the final order will be posted online for transparency of the reasons for closure;
  - b. The last date of student services;
  - c. Transfer procedures;
  - d. Explanation of the appeal process and when a decision regarding an appeal would be published; and
  - e. Contact information for the school's administrator and the IPCSC.
2. The school may choose to include a supplemental letter drafted by the school's board, and if so, such draft must be provided to the IPCSC prior to distribution to stakeholders.
3. The school is responsible to distribute the IPCSC's letter (and the school board issued supplemental letter, if applicable) to the following recipients:
  - a. All Parents of current students and all parents currently on a waitlist;
  - b. All Teachers, Staff, and Volunteers;
  - c. All Vendors with whom the school has an active contract or has engaged with in the past 12 months;
  - d. All Lease and Loan/bond holders; and
  - e. Any Educational Services Providers with whom the school contracts.
4. The authorizer is responsible to issue a letter informing stakeholders of the closure situation to the following recipients:

- a. All potentially impacted school districts and charter schools;
  - b. The State Department of Education;
  - c. The State Board of Education;
  - d. The Office of the Governor;
  - e. The Public Employment Retirement Service of Idaho;
  - f. The chairpersons of the House and Senate Education committees; and
  - g. The Senators and Representatives serving the state legislature on behalf of the district in which the school maintains student occupied facilities or business offices.
5. Within 7 days of the date written notice of closure is issued, the IPCSC's letter informing stakeholders of the closure situation shall be posted in a prominent location on the school's website and the IPCSC's website.

## B. Staff Meeting

1. Within 7 days of the date written notice of closure is issued, the school's administrator, board chair, and business manager shall hold a meeting with all staff to discuss the following:
  - a. Media contact protocol  
The Director of the IPCSC is the authorized media contact for the IPCSC. The school is encouraged to establish a single point of contact to manage public relations on behalf of the school.
  - b. Maintenance of normalcy (to the best possible level) for students through the last day of student services  
All instructional and student services are required to be provided in full through the last day the school is allowed to provide such services. The student experience should remain as normal as possible through this process. It is recommended that the school provide guidance for teachers and staff early-on to ensure common language and tone is used when discussing this situation with students and families.
  - c. End of Employment Impact  
This date is established by the Closure Protocol Team. When determining the end of contract dates, please consider the impact of this date on health

insurance and PERSI. When at all possible, August 31<sup>st</sup> is recommended as this will allow teachers who re-employ at another school the best opportunity for uninterrupted health insurance coverage. However, this decision must be balanced with the urgency of the closure and the school's obligation to spend as little as necessary during the closure period.

2. The meeting agenda for this staff meeting should include the following:
  - a. Notification of closure timeline and timeline of parallel appeal if the school has chosen to or is considering appealing the closure decision.
  - b. Review of media protocol and how to discuss the issue with parents and students.
  - c. Date of last paychecks and whether/who will remain on staff after end of student services and end of contract dates.
  - d. Timeline for more information regarding sick leave, vacation time, and health insurance; Cobra may not be available when the charter school providing the original health insurance ceases to exist.
  - e. Timeline for more information regarding any impacts to PERSI; Employees whose last place of work prior to retirement was the school being closed may lose the ability to transfer accrued sick leave into funds used for medical coverage.
  - f. Timeline for winding-down and transition of duties, including, but not limited to facility access and security, access to email and software, hardware returns, and asset management of furniture, fixtures, equipment, and curriculum.
  - g. Social emotional services for staff and students if the school has chosen to make such available; We acknowledge that closure can be traumatic for staff and students. Schools are encouraged to consider making additional counseling services available.
  - h. Assistance with employment transition for staff (such as access to hiring fairs or letters of recommendation) if the school has chosen to make such available.

## C. Ongoing Communication

1. Additional communication with stakeholders will be necessary throughout the closure process.
2. The Communication subcommittee is responsible for ensuring that any necessary communication is timely and accurate.

## F. Financial Dissolution

### A. Expenses

1. Within 15 business days of the date on which written notification of closure was issued a meeting shall be held between the school's business manager, the IPCSC's Finance Manager, and the Team Lead.
2. Additional attendees (such as the school's auditor) may be invited to the meeting by mutual agreement of both required attendees. Any related costs are the responsibility of the school.
3. No later than the start of the scheduled meeting, the school's business manager shall make the following available to the IPCSC:
  - a. A list of every vendor the school has paid in the last 12 months;
  - b. A copy of all arrangements with vendors including: contracts, service agreements, grants, and/or MOUs with all services providers that are currently active or that have been active in the past 12 months;
  - c. A copy of all lease agreements and all long-term loans;
  - d. A list of all insurance policies held by the school (including liability, directors and officers, worker's comp, etc.), including company, policy number, and coverage specifics; and
  - e. All bank statements for the previous 12 months.
4. The meeting agenda for this meeting shall include the following:
  - a. A review of statute, rule, policy, and regulations related to closure as presented by the Closure Team Lead.

This part of the discussion should consider requirements of the IRS, the Department

of Labor, the Government Accounting Standards Board, as well as the Idaho Charter School Act and rules and policy established by the State Board of Education and the State Department of Education.

- b. A review of projected cash flow through end of operations as presented by the school's Business Manager.

There will be time to revise this initial projection as closure progresses, and the numbers are expected to shift throughout the process, but this exercise establishes a starting place. Please consider the last allowable draw of funds, payroll through end of contracts, and note that there may be additional closing costs, such as a PERSI buy out, storage costs, or penalties on early lease termination.

- c. Development of a plan for immediately reducing spending to necessities only, which may require board action to suspend or change policies to allow for changes in who has spending authority and at what amounts.
- d. Prioritization of payment of anticipated expenditures, pursuant to Idaho Code.
- e. Documentation of a list of items requiring follow-up and who is responsible for the workload or costs.
- f. Establishment of approximate deadlines for when each account is to be closed.

- 5. Following the initial meeting, the school's Business Manager shall be responsible to provide the following documentation:

- a. Verification that the school's account has been paid in full with each vendor as accounts are closed;
- b. Verification that the school has met with PERSI and has established a final transmission date;
- c. Documentation that any outstanding PERSI fees are paid;
- d. Verification that the school has met with the board approved auditor and has established a final audit timeline. Note that the timing of this audit may be later than usual; and
- e. Verification of end dates for leases and liability coverage (including property and directors/officers).

## B. Accounting of Assets

- i. The IPCSC shall provide to the school a written guidance document with regard to the sale and dissolution of assets.
  - ii. The school shall be responsible to provide the IPCSC and the SDE with a full inventory of all physical assets owned by the corporation within 30 days of the date on which the notice of closure was issued.
  - iii. The inventory shall include:
    - a. A description of the item;
    - b. The fund with which each item was purchased; and
    - c. An estimate of the current value of the item.
- D. The Team Lead, the IPCSC's Finance Manager, a representative from the SDE, and the school's Business Manager shall meet to review this inventory within 15 days of receipt of the inventory, and may verify accuracy via thorough on-site review.

## C. Dissolution of Assets

1. All viable special education testing materials shall be distributed to the SDE for redistribution to charter schools based on the agency's determination of need.
2. Property owned by the ESP will be claimed by the ESP. The lease by which this equipment was provided to the school must include an itemized inventory and shall be provided to the IPCSC.
3. Any items purchased with federal funds (excluding special education testing materials) shall be returned to the IPCSC for redistribution to other charter schools. The IPCSC shall retain record of what was received and to whom it was redistributed.
4. The school is responsible to arrange for delivery of assets in an organized and well-labeled manner.
5. All assets purchased with state funds shall be liquidated to the greatest degree possible. Please see the IPCSC's guidance on the sale and dissolution of assets for procedural expectations.
6. When all assets have been redistributed and liquidated, and all creditors have been paid, any remaining funds shall be returned to the Public School Income Fund via the State Department of Education.

## D. Reporting

1. The school shall ensure that an audit completed by an independent auditor is conducted, the audit report is approved by the school's board, and submitted to both the State Department of Education and the authorizer.
2. The school shall ensure that all documentation required to dissolve the school as a business is filed with the IRS, including dissolution of the 501c3.
3. After the sale of assets, and the all checks are cut, any remaining funds shall be returned to the State Department of Education for distribution to operational schools.
4. File final tax reports.
5. Issue W2s for previous tax year.

## IV – Records Management

### i. Records Retention Procedures

1. The school's Lead Administrator is responsible to ensure the proper retention and destruction of records in accordance with the State of Idaho's records retention schedule.
2. The public charter school shall make every effort to transfer all active student records (including the cumulative file and the special education file) to the student's next school of choice prior to the date on which records are scheduled to transfer to the authorizer.
3. The public charter school shall ensure that every student file (active or inactive) includes an official transcript (signed, embossed, etc.) or final report card and a record of where and when the student's records were transferred out of the public charter school's care. This information shall be compiled in a single spreadsheet.
4. The public charter school shall ensure that all records to be transferred to the authorizer (cumulative and special education) are scanned into an electronic format. Costs incurred are the responsibility of the school.

5. The public charter school shall ensure that all records are transferred to the authorizer via a secure file transfer protocol.
6. No employee or former employee of the school shall retain copies or have access to student, employee, or financial records after the employee's end of contract date.

## ii. Records to be Retained

### 1. Student Records:

- a. Student cumulative files shall be retained for five years beyond the student's exit date.
- b. Student special education files shall be retained for five years beyond the student's exit date.
- c. Official transcripts or final report cards for all students who attended the school shall be retained permanently and shall include the name and address of the student, the name of the student's parent(s)/guardian(s), the student's date of birth, the courses attempted by the student and grades earned by the student.
- d. Record of student records transfer shall be retained permanently;

### 2. Personnel Records:

- a. Personnel files shall be retained for five years beyond the employee's termination date.
- b. Personnel files shall include the name, address, and contact information of the employee; employment agreements or contracts signed by the employee, verification of certification (if applicable), and all employee evaluations. No other documentation shall be retained.

### 3. Financial Records:

- a. Monthly expenditure reports for the five years preceding the school's closure date shall be retained. Records shall be destroyed after five years.
- b. Monthly deposit records for the five years preceding the school's closure date. Records shall be destroyed after five years.
- c. All bids received and contracts awarded in the five years preceding the school's closure date. Records shall be destroyed after five years.

- d. Medicaid reimbursement records for seven years prior to the school's closure date. Records shall be destroyed after seven years.
- e. Bank statements for all accounts for five years preceding the school's closure date. Records shall be destroyed after five years.
- f. Tax documents shall be retained for the seven years prior to the school's closure date. These documents include but are not limited to IRS forms 941 and 1099. Records shall be destroyed after seven years.
- g. Annual financial audit reports and annual board approved budgets shall be retained permanently for all operational years. These documents are submitted to the IPCSC annually, and may not need to be re-submitted.

4. Governance Records:

- a. All meeting agendas shall be retained permanently.
- b. All meeting minutes shall be retained permanently.
- c. A complete copy of the most recent set of board policy shall be retained permanently.
- d. A copy of the board bylaws and articles of incorporation shall be retained permanently.

5. School Culture Records

- a. The school's lead administrator shall be responsible to make arrangements for the permanent retention of all school newspapers, yearbooks, and student handbooks through the Idaho Historical Society. The school is responsible for all costs incurred.

6. Records Requests After Closure

- a. The IPCSC shall manage records requests for student transcripts and for personnel files after the school has closed.
- b. The school shall ensure that the school's URL redirects to the IPCSC's records request page for a minimum of 3 years after the school's closure, at the school's expense.

## V. Governing Board

### iii. Final dissolution

#### 1. Final Board Meeting

- a. In accordance with OML notice a final meeting of the governing board and pursuant to I.C. § 30-30-1001, a vote to dissolve a nonprofit corporation shall be properly noticed and accompanied by the dissolution plan. In this case, the dissolution plan is the closure protocol, which should be near completion by the time this motion is made. This section of Idaho Code also requires that the agenda state that the purpose, or one of the purposes, of the meeting is to consider a resolution to dissolve of the non-profit corporation.
- b. I.C. § 33-5212 addresses the order in which payments shall be made, and state that any remaining assets after all creditors have been paid shall be distributed to the Public School Income Fund. This information should be incorporated into the dissolution motion as it is required to be noticed by the Non-Profit Corporation Act.
- c. A vote in favor of dissolution passes with a majority vote of the board directors.
- d. A copy of the resolution must be provided to the IPCSC with 24 hours of the vote.

#### 2. Meeting Agenda

- a. Approval of the financial audit report (if not already complete).
- b. Approval of any final contracts to be paid (i.e. for the Business Manager to return at the end of the calendar year to prepare final tax documents and distribute to employees).
- c. Appointment of a designee to file dissolution of the school's 501c3 with the IRS and articles of dissolution with the Idaho Secretary of State.
- d. Appointment of a designee to complete any and all final activities that may be necessary.
- e. Signature of any final checks.

#### 3. Articles of Dissolution

- a. Pursuant to I.C. § 30-30-1003, after the dissolution has been authorized, a designee (identified in the dissolution plan) shall file articles of dissolution with the Idaho

Secretary of State. These articles shall minimally include:

- i. The name of the corporation;
  - ii. The date dissolution was authorized;
  - iii. A statement that dissolution was approved by a sufficient vote of the board.
- b. A corporation is effectively dissolved as of the date of its articles of dissolution.
- c. The school shall provide a copy of the filed articles of dissolution to the IPCSC.
- 4. A dissolved corporation may continue its corporate existence but may not carry on any activities except those appropriate to wind up and liquidate its affairs.

## B. Claims against a dissolved Corporation

- iv. After the date on which the articles of dissolution are filed, the corporation may dispose of the known claims against it by sending written notice, pursuant to I.C. § 30-30-1005. Written notice must include:
  - a. A description of the information that must be included in a claim;
  - b. A mailing address where a claim may be sent;
  - c. The deadline, by which the dissolved corporation must receive the claim; and
  - d. State that the claim will be barred if not received by the deadline, which may not be fewer than one hundred twenty (120) days from the effective date of the written notice.
- v. The corporation must address any unknown claims against it by publishing a notice Pursuant to I.C. 30-30-1006. The notice must:
  - 1. Be published one (1) time in a newspaper of general circulation in the county where the dissolved corporation's principal office is or was located, or, if none in this state, in Ada county;
  - 2. Describe the information that must be included in a claim and provide a mailing address where the claim may be sent; and
  - 3. State that a claim against the corporation will be barred unless a proceeding to enforce the claim is commenced within five (5) years after publication of the notice.

- vi. Claims will be enforced if the corporation's assets have be distributed in liquidation to any party other than a creditor. A claim may be made by a creditor against the recipient, not to exceed the amount received by the recipient.

### C. Reporting

1. The school shall ensure that all state and federal reporting is complete prior to dissolution. Verification of completed reports shall be made by the IPCSC. Required reports include, but are not limited to the following:
  - a. ISEE final data upload including, but not limited to student, course, teachers, and financial data sets;
  - b. Federal programs final reporting;
  - c. Grant final reporting; and
  - d. The school shall ensure that dissolution of the charter holder's non-profit organization is filed with the secretary of state and shall provide the IPCSC with a copy of this filing;
2. The school shall ensure that the dissolution of the school's 501c3 is on file with the IRS and shall provide the IPCSC with a copy of this filing.

## VI. Final Closure Report Outline

Throughout the closure protocol process, the Closure Team Lead will collect the required documentation and build a final report. The final report will be permanently retained by IPCSC and posted on the IPCSC's website.

### i. Cover Sheet

1. A final closure report must include a cover sheet with the following information:
  - a. The legal name of the school;
  - b. The legal name of the charter holder;
  - c. The address(s) that the school occupied at time of closure;
  - d. Contact information for future questions;

- e. The following links and a statement that more information can be found at these locations,
  - i. [PCSC webpage for this school],
  - ii. [webpage for the meeting at which the charter was approved],
  - iii. [webpage for the meeting at which the charter was nonrenewed or revoked, if applicable], and
  - iv. [webpage for any related hearings]; and
- f. A description of where requests for student transcripts can be made after closure.
- g. A list of the complete closure protocol team.
- h. A list of the following key dates:
  - i. The date on which the charter was approved;
  - ii. The first and final dates on which the school was authorized to serve students;
  - iii. The date on which the school received its final distribution of state funding;
  - iv. The date on which teacher contracts ended; and
  - v. The date on which the charter holder's corporation was dissolved.

#### B. Required Attachments, Redacted

1. Final IPCSC Closure Order
2. Final appeal decision (if applicable)
3. IPCSC Notification of Stakeholders Letter
4. List of all vendors, including the name and address of the vendor, a description of the services provided/purchased, and the date on which the IPCSC verified account closure.
5. A list of insurance coverages, including company and the last date of coverage (including health, liability, etc.)
6. A list of all contracts, service agreements, grants, and MOUs to be retained by the IPCSC, including verification of date received.
7. A list of all lease agreements and all long-term debt held by the school at the beginning of the closure protocol, including the company and amount.
8. Documentation of the termination of any leases or loans.
9. Final bank statements indicating account closure.

10. Expense reports for the 12 months preceding dissolution.
11. A copy of the final check cut to the SDE, if applicable.
12. Inventory of assets, including the fund with which each item was purchased, the date of purchase, the estimated value.
13. For assets purchased with federal dollars, also include the final recipient of the asset, and the date of transfer.
14. The charter holder's final dissolution resolution.
15. A copy of the articles of dissolution.
16. A copy of the 501c3 dissolution notification.
17. A copy of the newspaper notice to unknown claimants.
18. Meeting minutes from all meetings of the closure protocol team and all subcommittee meetings attended by the Closure Team Lead.
19. Any other documentation that may provide important details.