
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.**

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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.

-

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 12th, 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)
- 1st grade 22 per class
- 2nd grade 24 per class
- 3rd grade 26 per class
- 4th grade 28 per class
- 5th through 12th 30 per class

Please see Appendix R – Expected Enrollment and Growth

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 1st through 8th. 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 20th. 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

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.

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.

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.

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.glef.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 11th 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

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.

TAB 3

An educated person in the 21st 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 21st 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

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 21st 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.

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

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 7th 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.

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.

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 21st 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 21st 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.

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 21st 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:

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 21st 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 21st 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

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

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.

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

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 98th percentile or higher in any academic area on a standardized test of achievement.
3. Student scores in the 90th percentile or higher on standardized test of creativity.
4. Student scores in the 98th 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.

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

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

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.

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 11th 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 11th grade
- Completion of a Capstone STEM Senior Project by the end of 12th 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

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:

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.

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.

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.

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

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.

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.

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.

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:

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.

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

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 middle 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

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 5th, 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 A

ARTICLES OF INCORPORATION OF

FINMAN MATH-SCIENCE COMMUNITY CHARTER, INC.

The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following articles of incorporation to the Secretary of State.

ARTICLE 1: Name

The name of the corporation shall be: North Idaho STEM Community Charter, Inc.

ARTICLE 2: Purposes and Powers

This corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the state of Idaho. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code.

Notwithstanding any other provisions 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 provisions of any future United States Internal Revenue Law).

This corporation is a nonprofit corporation under the laws of the state of Idaho, and is not formed for pecuniary profit. No part of the income or assets of the corporation are distributable to or for the benefit of its Incorporators, Directors, or Officers, except to the extent permissible by law. The corporation shall have all powers allowed by law, including, without limitation, those powers described in Section 30-2-24 of the Idaho Code, as amended and supplemented.

ARTICLE 3: Registered Office and Agent

The address of the registered office of the corporation is: 110 Wallace Avenue, Coeur d'Alene, Idaho 83814, and the name of the initial registered agent is: Mark A. Jackson.

ARTICLE 4: Directors

The number of directors that shall constitute the Board of Directors of the corporation shall be fixed by the Bylaws, but in any event shall not be less than three (3). The number of directors constituting the initial Board of

Directors of the corporation shall be three (3), and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Scott R. Thomson, 34991 N. Kelso, Spirit Lake, ID 83869
Colleen __. Thomson, 34991 N. Kelso, Spirit Lake, ID 83869
Dan Tesulov, 18293 N. Atlas Rd, Rathdrum, ID 83858

ARTICLE 5: Incorporator

The name and address of the initial incorporator is Scott R. Thomson, 34991 N. Kelso, Spirit Lake, ID 83869.

ARTICLE 6: Mailing Address

The mailing address of the corporation shall be 34991 N. Kelso, Spirit Lake, ID 83869.

ARTICLE 7: Membership

The corporation shall have no members and shall exist perpetually or until dissolved according to law.

ARTICLE 8: Dissolution and Distribution

Upon the dissolution of the corporation the assets of the corporation shall be distributed to creditors pursuant to Sections 30-3-114 and 30-3-115 of the Idaho Code. Upon winding up and dissolution of the corporation, and paying or adequately providing for the debts and obligations of the corporation, the remaining assets shall be distributed to _____.

ARTICLE 9: Non-stock Corporation

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

ARTICLE 10: Bylaws

Provisions for the regulation for the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE 11: Amendment to Articles

These Articles may be amended only upon at least 2/3rds vote of the Directors.

DATED this ____ day of September, 2009.

Incorporator



Scott R. Thomson

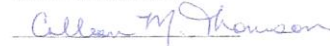
hereto. The Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority of the Board of Directors at any regular meeting or any special meeting.

DATED this day of September, 2009.

Scott R. Thomson, Director



Colleen Thomson, Director



Dan Teslovich, Director



FILED EFFECTIVE

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ARTICLES OF AMENDMENT
(Non-profit)

SECRETARY OF STATE
STATE OF IDAHO

To the Secretary of State of the State of Idaho
Pursuant to Title 30, Chapter 3, Idaho Code, the undersigned
non-profit corporation amends its articles of incorporation as
follows:

1. The name of the corporation is:
Pinman Math Science Community Charter, Inc.
If the corporation has been administratively dissolved and the corporate name is no longer
available for use, the amendment(s) below must include a change of corporate name.
2. The text of each amendment is as follows:
Change name to North Idaho STEM Community Charter, Inc.
3. The date of adoption of the amendment(s) was: April 9, 2010
4. Manner of adoption (check one):

☒ Each amendment consists exclusively of matters which do not require member approval pursuant to
section 30-3-30, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)
a. The number of directors entitled to vote was: 3
b. The number of directors that voted for each amendment was: 3
c. The number of directors that voted against each amendment was: 0

☐ The amendment consists of matters other than those described in section 30-3-30, Idaho Code, and was,
therefore adopted by the members. (Please fill spaces below)
a. The number of members entitled to vote
was: _____
b. The number of members that voted for each
amendment was: _____
c. The number of members that voted against
each amendment was: _____

Dated: April 9, 2010
Signature: [Signature]
Typed Name: Scott R. Thomson
Capacity: Director

Customer Ack #:
If using pre-paid stamp:
Secretary of State use only

600/600

002/002

IDAHO SECRETARY OF STATE
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BY-LAWS
OF
North Idaho STEM Community
Charter, Inc.
A non-profit corporation

I.
DIRECTORS

The Board of Directors of this Organization shall consist of not less than three (3) nor more than seven (7) persons and the Directors shall manage and run the Corporation. The term of the Directors shall be initially staggered between one (1) and three (3) years, and after an initial term, each term shall be three (3) years.

II.
BOARD MEETINGS

A regular meeting of the Board of Directors shall be held on the second Tuesday of every month at such time and place as may be fixed by the Board of Directors. Special meetings of the Board of Directors may be noticed by or at the request of the President or not less than two (2) Directors. The person or persons authorized to notice special meetings of Directors may fix the time thereof, and notice of such special meetings shall be given by email or regular mail with at least five (5) days notice. The commencement of the five (5) day notice period shall occur at the time the email is sent or at the time the notice is mailed, via U.S. Mail, postage prepaid. Emergency meetings may be called by the President or Vice President with five (5) hours notice via email. Meetings of the Board of Directors may be held either within or outside the State of Idaho.

III.
QUORUM AND MANNER OF ACTING

A majority of the Board of Directors, of which one (1) such Director must be an Officer, shall constitute a quorum at any meeting. Decisions shall be made by majority vote for any vote, unless otherwise provided in these Bylaws or the Articles of Incorporation. In the absence of a quorum, the meeting shall be adjourned, and no other business may be transacted.

IV.
VACANCIES

Vacancies on the Board of Directors, whether by resignation, death, or removal may be filled by a 2/3rds majority vote of the Directors at a regular or special meeting. Additional Directors may also be added by majority vote of the Directors at a regular or special meeting.

V.
ELECTION OF DIRECTORS

Following the initial year of operation, Director openings (at the end of their staggered term, death, or resignation) or when adding additional Director positions, shall proceed through an application process, where potential directors are nominated by a member of the nominating committee, and confirmed by a 2/3rds majority vote by the Board of Directors. The nominating committee will be appointed by the Board of Directors.

VI.
RESIGNATION AND REMOVAL

Subject to the provisions of Section 30-3-69 of the Idaho Nonprofit Public Corporation Act, any Director may resign effective upon giving written notice to the Chairman of the Board, or the Secretary of the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor Director may be selected before such time to take office when the resignation becomes effective. A Director may be removed with or without cause by a 2/3rds majority of the Directors then in office.

VII.
OFFICERS

The Board of Directors shall elect or appoint the Officers who shall serve at the pleasure of the Board. All Officers shall be subject to removal with or without cause. Officers shall have the authority and perform the duties prescribed by the Board of Directors from time to time and as may be prescribed by these Bylaws. New offices may be created by the Board of Directors. Election of Officers shall take place at each June meeting, and the first Board of Directors shall serve from the initial meeting to the following June.

SECTION 1. OFFICERS. The Officers of the corporation shall be a President, Vice President, Secretary, and Treasurer, who shall be elected by the Board.

SECTION 2. TERM OF OFFICE. The Officers of the corporation shall be elected or appointed annually by the Board of Directors at the September annual meeting or thereafter as soon as practicable. Each officer shall hold office until his successor shall have been duly elected or appointed and shall have qualified.

SECTION 3. REMOVAL. Any officer elected or appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the corporation would be served thereby.

SECTION 4. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors of the unexpired portion of the term.

SECTION 5. PRESIDENT. The president shall be the principal executive officer of the corporation and shall in general supervise and control all of the business and affairs of the corporation. He/she shall preside at all meetings. He/she may sign, with the secretary or any other proper officer of the corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or these Bylaws or by statute to some other officer or agent of the corporation; and in general he/she shall perform all duties incident to the office of president and such other duties as may be prescribed by the Board of Directors from time to time.

SECTION 6. VICE PRESIDENT. In the absence of the president or in event of his inability or refusal to act, the vice president shall perform the duties of the president, and when so acting, shall have all the powers of and be subject to all the restrictions upon the president. Any vice president shall perform such other duties as from time to time may be assigned to him/her by the president or by the Board of Directors.

SECTION 7. SECRETARY. The secretary shall: a) keep the minutes of all meetings; b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; c) be custodian of the organization's records; d) and in general perform all duties as may be assigned by the President or the Board.

SECTION 8. TREASURER. The Treasurer shall have charge and custody of and be responsible for all funds and securities of the corporation; review and give receipts for monies due and payable to the corporation from any source whatsoever, and deposit all such monies in the name of the corporation in such banks, trust companies or other depositories as shall be selected; and in general perform all duties incident to the office of treasurer and such other duties as from time to time may be assigned to him/her by the president or by the Board of Directors.

VIII. COMMITTEES

SECTION 1. COMMITTEES. The Board of Directors by resolution may designate and appoint one or more committees, each of which shall consist of two or more Directors, to exercise authority as deemed necessary by the resolution, for a time frame set forth in the resolution.

SECTION 2. CHAIRPERSON. One member of each committee shall be appointed chairperson by the person or persons authorized to appoint the members thereof.

SECTION 3. VACANCIES. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

SECTION 4. QUORUM. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act

of the committee.

SECTION 5. RULES. Each committee may adopt rules for its own government not inconsistent with these Bylaws or with rules adopted by the Board of Directors.

IX.
COMPENSATION

Directors or committee persons shall not receive any compensation for their services, however they may be reimbursed for expenses with prior approval of the Board.

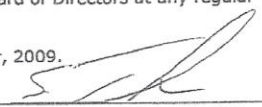
X.
SEAL

The seal of the corporation shall be circular in form and shall bear the name of the corporation and the word "corporate seal, State of Idaho."

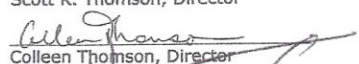
XI.
AMENDMENTS

The Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority of the Board of Directors at any regular meeting or any special meeting.

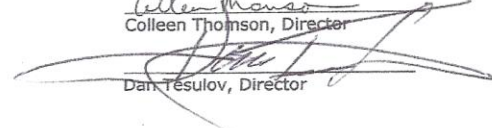
DATED this ____ day of November, 2009.



Scott R. Thomson, Director



Colleen Thomson, Director



Dan Tesulov, Director

Appendix C

Signatures of Qualified Electors

STATE OF IDAHO)
) ss
County of Kootenai County)

To the honorable Ben Ysursa, Secretary of State for the State of Idaho: I,
Daniel J. English, County Clerk of Kootenai County, hereby certify that 13
signatures on this petition are those of qualified electors.

Signed: *Dan English*
County Clerk or Deputy



STATE OF IDAHO)
) ss
County of Kootenai County)

To the honorable Ben Yursa, Secretary of State for the State of Idaho: I,
Daniel J. English, County Clerk of Kootenai County, hereby certify that 9
signatures on this petition are those of qualified electors.



Signed: Susan Smith
County Clerk or Deputy

STATE OF IDAHO)
) ss
County of Kootenai County)

To the honorable Ben Ysursa, Secretary of State for the State of Idaho: I, Daniel J. English, County Clerk of Kootenai County, hereby certify that 14 signatures on this petition are those of qualified electors.



Signed: Susan Smith
County Clerk or Deputy

Petition to Establish a New Idaho Public Charter School

This document is an Elector Petition and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
School District Where New Charter School will be Physically Located						
I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.						
	16 STILL S. TESU LOV	<i>[Signature]</i>	1553 Crenshaw St	Rathdrum	687-9497	10-1-09
	17 DAN M. TESU LOV	<i>[Signature]</i>	1553 Crenshaw St	Rathdrum	687-9497	10-3-09
	18 K. David Livingston	<i>[Signature]</i>	16770 Trails End Rd	Rathdrum	687-0028	10-5-09
	19 Toni Hannibal	<i>[Signature]</i>	2077 N Pinehurst	Rathdrum	687-0943	10-05-09
	20 Mrs M.M. Hinn	<i>[Signature]</i>	5943 W Hwy 53	Rathdrum	819-0424	10-05-09
	21 Scott Campbell	<i>[Signature]</i>	15562 Lantry St	Rathdrum	687-5610	10-05-09
	22 Lee W. Hannibal	<i>[Signature]</i>	20712 N. Pinehurst St.	Rathdrum	687-0943	10-05-09
	23 Maria Salinas	<i>[Signature]</i>	8381 Clume St	Rathdrum	687-3965	10-5-09
	24 Dawn Staggs	<i>[Signature]</i>	15537 Lakon St	Rathdrum	687-8930	10-5-09
	25 Kevin Kirtin	<i>[Signature]</i>	15437 Iron St	Rathdrum	687-3737	10-5-09
	26 Annie Webb	<i>[Signature]</i>	14941 N. Headline	Rathdrum	687-5103	10-5-09
	27 BERNARDINE TELL	<i>[Signature]</i>	7566 Deaneville	Rathdrum	687-4106	10-5-09
	28 BOB TELL	<i>[Signature]</i>	7566 Deaneville	Rathdrum	687-4106	10-5-09
	29 JAVIERA L. BURNARD	<i>[Signature]</i>	151020 N. McArthur	Rathdrum	687-2464	10-7-09
	30 JENNIFER BURNARD	<i>[Signature]</i>	151020 N. McArthur	Rathdrum	687-2464	10-7-09

4/16/2008

Petition to Establish a New Idaho Public Charter School

This document is an **Elector Petition** and must be signed by not less than thirty (30) qualified electors of the attendance area of the new charter school. Proof of elector qualifications must be provided with the petition.

Name of Proposed New Charter School	Elector's Signature	Street Address	City	Telephone	Date
Finmark Math-Science Community Charter School					
School District Where New Charter School will be Physically Located					
I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16 BENA BLUMSTEIN	<i>Bena Blumstein</i>	37123 N. CAREE RD	SPIRIT LAKE	623-6800	21 Sept 09
17 MARTHA GOOS	<i>Martha Goos</i>	5335 Green Lake Rd	Porter	687-2057	9-23-09
18 Rebecca Gaddum	<i>Rebecca Gaddum</i>	6116 Deobanish St	Spirit Lake	623 6412	9-24-09
19 KYLE QMSTEAD	<i>Kyle Qmstead</i>	27623 N. CAREE RD	SPIRIT LAKE	623 6308	9-27-09
20 Rachel Baags	<i>Rachel Baags</i>	87572 N. Highway 10	Abol	623-5801	9-30-09
21 PAUL J. BAKER	<i>Paul J. Baker</i>	27572 N. Highway 10	Abol	623-5801	9-30-09
22 TINE SHUTS	<i>Tine Shuts</i>	27163 N. Ramsey Rd	Abol	765-7201	9-30-09
23 CARIE SUTHER	<i>Carie Suther</i>	585 RUMBLE RD	Abol	651-2983	9-30-09
24 COLLEEN THOMSON	<i>Colleen Thomson</i>	34991 N. Vado Dr	Spirit Lake	623-2217	10/6/09
25 SCOTT THOMSON	<i>Scott Thomson</i>	34991 N. Vado Dr	Spirit Lake	623-2217	10/6/09
26					
27					
28					
29					
30					

4/16/2008

Petition to Establish a New Idaho Public Charter School

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Name of Proposed New Charter School	Elector's Signature	Street Address	City	Telephone	Date
School District Where New Charter School will be Physically Located					
I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1 Catherine Richardson	<i>Catherine Richardson</i>	32043 N. Tahoe	Spirit Lake	623-3205	10/2/09
2 Darrell Erickson	<i>Darrell Erickson</i>	32093 N. Tahoe Dr	Spirit Lake	623-3205	10/2/09
3 Matthew <i>Matthew D. Dicks</i>	<i>Matthew D. Dicks</i>	31893 N. Newman Dr	Spirit Lake	623-6445	10/2/09
4 Karen E. Lyack	<i>Karen E. Lyack</i>	4160 N. Spirit Lake Hwy	Spirit Lake	623-2889	10/2/09
5 Darnon S. Richardson	<i>Darnon S. Richardson</i>	31431 N. First Ave	Spirit Lake	623-3121	10/2/09
6 David Sluiterbeek	<i>David Sluiterbeek</i>	3454 N. Priest River Dr	Spirit Lake	623-2864	10/2/09
7 Rebecca Hill	<i>Rebecca Hill</i>	31832 N. Newman Dr	Spirit Lake	623-2183	10-3-09
8 Jeffery Hill	<i>Jeffery Hill</i>	31832 N. Newman Dr	Spirit Lake	623-2183	10-3-09
9 Barbara Brown	<i>Barbara Brown</i>	3011 N. Spirit Lake	Spirit Lake	623-6502	10-3-09
10 Susan McPherson	<i>Susan McPherson</i>	33365 N. Tahoe Dr	Spirit Lake	623-1534	10-3-09
11 Richard McPherson	<i>Richard McPherson</i>	32365 N. Tahoe Dr	Spirit Lake	623-1546	10-3-09
12 Mary Reisman	<i>Mary Reisman</i>	32435 N. Newman Dr	Spirit Lake	623-6015	10-3-09
13 Bill McNamee	<i>Bill McNamee</i>	32435 N. Newman Dr	Spirit Lake	623-6015	10-3-09
14 Amanda Rodriguez	<i>Amanda Rodriguez</i>	31693 N. Hester Rd.	Attuel	755-5344	10/3/09
15 Daniel Rodriguez	<i>Daniel Rodriguez</i>	31693 N. Hester Rd.	Attuel	755-5317	10/3/09

4/16/2008

Appendix D: Budget

Expected Budget

	Year 1			Year 2			Year 3		
	Number	Rate	Amount	Number	Rate	Amount	Number	Rate	Amount
Number of students	200			220			240		
Revenues:									
State Apportionment	0	4900	\$ 980,000	4900	\$ 1,078,000		4900	\$ 1,176,000	
			\$ -						
Federal grants			\$ 125,000						
Contributions/Donations			\$ 50,000						
Albertson's Grant			\$ 250,000						
Total Revenue			\$ 1,405,000			\$ 1,078,000			\$ 1,176,000
Expenses:									
Salaries:				3%					
Teachers	42000	9	\$ 378,000	43260	10	\$ 432,600	44557.8	11	\$ 490,136
Special Ed	42000	0.5	\$ 21,000	43260	0.5	\$ 21,630	44557.8	0.5	\$ 22,279
Instructional Aids			\$ 20,000	0		\$ 20,600	0		\$ 21,218
Office staff	25000	1	\$ 25,000	25750	1	\$ 25,750	26522.5	1	\$ 26,523
Administration	60000	1	\$ 60,000	61800	1	\$ 61,800	63654	1	\$ 63,654
Maintenance/other	20000	1	\$ 20,000	20600	1	\$ 20,600	21218	1	\$ 21,218
Total Salaries			\$ 524,000			\$ 582,980			\$ 645,027
Benefits:									
Retirement/ PERSI	11%		\$ 57,640	11%		\$ 64,128	11%		\$ 70,953
Health insurance	\$5,000 12.5		\$ 62,500	\$5,000 12.5		\$ 62,500	\$5,000 13		\$ 65,000
Payroll taxes	8%		\$ 41,920	8%		\$ 46,638	8%		\$ 51,602
Workers Compensation	6%		\$ 31,440	6%		\$ 34,979	6%		\$ 38,702
Total Benefits			\$ 193,500			\$ 208,245			\$ 226,267
Operating Expenses:									
Rent			\$ 70,000			\$ 70,000			\$ 70,000
Textbooks & Curriculum			\$ 80,000	\$50		\$ 11,000	\$50		\$ 12,000
Supplies			\$ 16,000			\$ 10,000			\$ 10,000
Equipment			\$ 50,000			\$ 25,000			\$ 25,000
Contract services			\$ 15,000			\$ 15,000			\$ 15,000
Legal			\$ 10,000			\$ 10,000			\$ 10,000
Accounting			\$ 15,000			\$ 15,000			\$ 15,000
Marketing			\$ 10,000			\$ 5,000			\$ 5,000
Gas /Electric			\$ 30,000			\$ 30,000			\$ 30,000
Telephone			\$ 4,000			\$ 4,000			\$ 4,000
Water			\$ 3,000			\$ 3,000			\$ 3,000
Travel			\$ 2,000			\$ 2,000			\$ 2,000
Postage			\$ 1,000			\$ 1,000			\$ 1,000
Grounds & Maintenance			\$ 10,000			\$ 10,000			\$ 10,000
Misc			\$ 5,000			\$ 5,000			\$ 5,000
SPED contingency			\$ 10,000			\$ 10,000			\$ 10,000
Substitutes			\$ 5,000			\$ 5,000			\$ 5,000
Liability & Property insurance			\$ 15,000			\$ 15,000			\$ 15,000
Total Operating Expenses			\$ 351,000			\$ 246,000			\$ 247,000
Total Expenses			\$ 1,068,500			\$ 1,037,225			\$ 1,118,284
Net Operating income/(Loss)			\$ 336,500			\$ 40,775			\$ 57,716
Fund Balance			\$ 336,500			\$ 377,275			\$ 434,991

Twelve-month cash flow

North Idaho STEM Community Charter

Fiscal Year Begins: Jul-12

	Pre-Startup EST	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	Jul-13	Aug-13	Total Item EST
Cash on Hand		425,000	497,651	467,802	390,223	508,644	627,065	549,486	471,907	590,328	512,749	435,170	504,591	427,012
RECEIPTS														
State Support		245,000			196,000	196,000			196,000			147,000		
Federal	125,000													
Other cash	300,000													
TOTAL RECEIPTS		425,000	0	0	196,000	196,000	0	0	196,000	0	0	147,000	0	0
Total Cash	425,000	670,000	497,651	467,802	586,223	704,644	627,065	549,486	667,907	590,328	512,749	582,170	504,591	427,012
CASH PAID OUT														
(Txbk/ Curriculum)		80,000												
Gross wages		8,750	8,750	43,667	43,667	43,667	43,667	43,667	43,667	43,667	43,667	43,667	43,667	
Payroll expenses		2,188	2,188	10,917	10,917	10,917	10,917	10,917	10,917	10,917	10,917	10,917	10,917	
Health Insurance		625	625	5,209	5,209	5,209	5,209	5,209	5,209	5,209	5,209	5,209	5,209	
Outside services		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	
Supplies (office &		10,000	1,000	500	500	500	500	500	500	500	500	500	500	
R&M		834	834	834	834	834	834	834	834	834	834	834	834	
Advertising		834	834	834	834	834	834	834	834	834	834	834	834	
Travel		200	200	200	200	200	200	200	200	200	200	200	200	
Accounting & legal		2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	
Rent		5,834	5,834	5,834	5,834	5,834	5,834	5,834	5,834	5,834	5,834	5,834	5,834	
Telephone		334	334	334	334	334	334	334	334	334	334	334	334	
Utilities		2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	
Insurance		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	
Other														
Misc		417	417	417	417	417	417	417	417	417	417	417	417	
SUBTOTAL	0	117,349	28,349	76,079	76,079	76,079	76,079	76,079	76,079	76,079	76,079	76,079	76,079	0
Capital equipment		50,000												
Other														
Reserve		5,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	
TOTAL PAID OUT	0	172,349	29,849	77,579	77,579	77,579	77,579	77,579	77,579	77,579	77,579	77,579	77,579	0
Cash Position (com)	425,000	497,651	467,802	390,223	508,644	627,065	549,486	471,907	590,328	512,749	435,170	504,591	427,012	427,012

Budget Assumptions

Salaries and benefits were calculated based on the Charter Support Unit Calculation Template and Estimated Salary Based Apportionment Template. For the support unit calculation, we used a factor of 95% for the estimated fall enrollment numbers of 210 students to obtain the ADA. This yielded our support units. The support units were then used in the Salary Based Apportionment for each teacher's and administrator's years of service and education in order to get an indexed multiplier of 1.59509. (9 years BA +48 credits) This yielded an average salary of \$37,588.30. You will notice that our average salary we pay our teachers is \$42,000. Almost \$4,500 more per teacher. This is realistic given the pay scale of the surrounding school districts. We also estimated the number of noncertified staff. We anticipate applying for federal Title monies for additional funding once we have collected our free and reduced lunch data.

Expense estimates are based on worst case scenarios and in the case of our 3 year budget, once again do include some implementation funds for equipment, textbooks, and supplies. These funds will substantially increase the fund balance in the first three years. The line item for contract services is a "catch-all" for expenses we may not have thought of yet and is in keeping with our conservative approach to budgeting. Our line item for Special Education is also a contingency that may not have to be spent.

The STEM Academy curriculum would be paid for out of "Curriculum."

The lease estimate of \$70,000 is based upon what we feel we can responsibly spend on facilities

Our budget surplus does allow us to withstand a budget holdback of 5.5%. We would also make other adjustments as needed in case of such a holdback.

It is important to note that we now have a capacity of 290 students since expanding to 4th grade.

Appendix E

The final handbook will also include some of the following:

- **Message from the principal**
- **School academic goals**
- **Staff and board members**
- **Daily schedule**
- **Calendar**
- **Severe weather procedures and inclement weather**
- **Field trips**
- **Special services**

North Idaho STEM Charter Academy

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. Our purpose is to help students develop the higher-level critical thinking skills needed to solve problems in the real world and to foster each student's innate curiosity, joy of discovery and open their minds to future career choices including those in STEM areas. in science, technology, engineering, and mathematics.

Definition of a Charter School

Charter schools are nonsectarian public schools of choice that operate under the same regulations that apply to traditional public schools. They are financed by the same per-pupil funds that all public schools receive; there is no tuition charged to students. The "charter" establishing each school is a performance contract detailing the school's mission, program, goals, students served, methods of assessment and instruction, and methods to measure success.

A charter school is accountable for both academic results and fiscal practices to several groups: the sponsor that grants its charter, the parents and students who choose it, and the public that funds it.

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

Over-Enrollment Procedures

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

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.

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.

Academic Information

North Idaho STEM Charter Academy is a math and science focused school that maintains high academic standards for all its students. Course content is designed to challenge both students' academic skills and creativity in project- based learning representing a core curriculum that meets all Idaho State Content Learning Standards.

Grading

Grades will be computed and reported on a 4 point scale.

Promotion Requirements

All students will be promoted to the next grade level if every subject has been passed with a grade of "C" or higher as the average grade for the entire year. Any student who does not pass onto the next grade level will be expected to repeat the proceeding grade level.

Attendance and Tardies

North Idaho STEM Charter Academy expects excellent attendance and punctuality to class. Students should only miss school for illness and personal or family emergencies. Health care appointments, vacations, and other non-emergencies should be scheduled to avoid school absences. In order to maintain a high academic standard and develop an outstanding work ethic, attendance is of the utmost importance.

Absences are defined as any class missed for any reason. Attendance will be taken each day and recorded.

Any student, who misses more than 10 days in a semester without a doctor's excuse, will be denied credit for that semester and will not be advanced to the next grade level. A letter will be sent home upon the seventh day of absence in a semester reminding parents of the attendance policy. This will include days that parents are excusing students as sick if there is no documentation from a doctor that the illness is severe enough to warrant staying home from school.

Truancy is defined as any absence that occurs without the knowledge of the parent or the school. Truant students will receive a suspension from school and a zero for each class missed.

Habitual Truant – students will be referred to law enforcement for follow through on any local laws regarding mandatory attendance in school.

Parents should notify the school office as soon as possible when their child will be absent. A parental verification is required for all absences within two days of the student's return to school. If no verification is received within two days, the absence will be recorded as truant days.

A tardy is defined as the condition or situation when a student is not in his/her assigned seat, ready to learn, at the start of the class period. The first few minutes of class at the North Idaho STEM Charter Academy set the stage for the day's learning. When a student is late to class, the entire class is interrupted, the teacher is interrupted, and the tardy student has missed a vital part of the day's lesson. Timely attendance at North Idaho STEM Charter Academy is mandatory. There is no excuse for habitual tardiness.

Continued Enrollment/Truancy

If a student does not attend school for ten consecutive days and the parent has not communicated with the school or responded to contacts from the school during that period of time, the student will be considered withdrawn from school.

Make-up Work

The teachers at North Idaho STEM Charter Academy understand about work that is missed due to an excused absence and will allow two days for every day of absence for work to be completed. Parents will be responsible for picking up homework assignments during extended absences, but students who are absent with no valid excuse on the day of a test or a major assignment being due, may be give a zero for the work missed.

Classroom Interruptions

Because the learning time at the North Idaho STEM Charter Academy is of the utmost importance, classroom interruptions will not be permitted except in the event of an emergency. All parents will need to check in at the office if they need to check out their student and should not go directly to their student's classroom. A list of students who are leaving campus will be maintained at the school office. Non-emergency messages will not be delivered to the classroom. Any items that need to be delivered to a student during the school day will be dropped off at the school office and delivered to the student.

Cell Phones/Electronic Devices

Cell phones, MP3 players, and all other personal electronic devices are not permitted during school hours, including passing times between classes and during lunch. Students found in possession of such devices will have them confiscated and returned only when a parent is present. Continued violation of this policy will result in a referral to the administrative team for disciplinary action

Communication

School-to-Parent communication

School newsletters will be set home at least once a month. The newsletter can also be accessed through the school web site. All written communication from North Idaho STEM Charter Academy will be identified by the school logo.

Parent-Teacher Conferences

Parent-Teacher conferences are held during the first semester of school. Parents are welcome to schedule additional conferences with a teacher as soon as a concern or question arises. Teachers at North Idaho STEM Charter Academy consider parents to be their partners in their child's education, so prompt communication is a priority. **Parents must contact a teacher before a member of the administration team is contacted with a concern so that the parent and teacher can work out the problem together. A member of the administrative team will not schedule a conference with a parent if they have not made contact with their child's teacher first.**

Computer Use

In order to access school computers, an Acceptable Use Policy form must be signed by parents and students. Computer use is a privilege and the guidelines for acceptable use must be strictly adhered to. Students are liable for any damage they may cause to computers or other electronic equipment owned by North Idaho STEM Charter Academy, and may include the cost of repair or replacement.

Lost and Found

A lost and found bin will be maintained in a central location during the school year. Student and parents may check the bin at any time for missing items. The bin will be emptied as needed and all unclaimed items will be taken to a local charity. Announcements will be made prior to the lost items being taken to a charity.

Lunches

North Idaho STEM Charter Academy does not participate in the federal student lunch program which provides free and reduced lunches. Therefore, students need to bring a sack lunch from home.

Parent Teacher Organization

All parents are encouraged to participate in their child's education as active partners with the staff at the North Idaho STEM Charter Academy. Parents may choose to be a part of the Parent Teacher Organization (PTO) which provides support for the mission and operation of the school. Because we are a charter school operating with limited public funds, we depend on parents and the community for many of the extra opportunities that we offer to our students. Parents are encouraged to assist our school in either a financial or volunteer manner, as they are able.

Fundraising

In order to prevent any duplication of fundraising efforts, all fundraisers need to be approved ahead of time by the administration.

School Safety

Closed Campus/Visitors

North Idaho STEM Charter Academy is a closed campus. A student may not leave the campus between the scheduled time of arrival and departure without permission from the office and his/her parent or guardian. Students leaving and returning to school, as well as all visitors, must check in at the office before proceeding to class or other locations on campus. No loitering by any person on school grounds will be allowed.

Drop-Off and Pick-up of Students

All persons driving on campus will observe a safe and efficient traffic pattern established by the administration in cooperation with the Rathdrum Police Department and Kootenai County Sheriff. Students will be dropped off and picked up at the school during regular drop off and pick up times.

After School Supervision

North Idaho STEM Charter Academy does not provide transportation to or from school for our students. It is the responsibility of each family to make all the necessary arrangements to provide transportation to and from school for their students.

Students are expected to be in supervised areas before and after the regular school day. Students who are congregating outside of supervised areas will be directed by the administration team to a supervised area where they will be allowed to wait for their ride home.

Thank you for your attention to this matter. We are committed to the safety and well being of our students, and having them on campus unsupervised is not acceptable.

Emergency Drills/Procedures

Fire and lock-down drills will be conducted at unannounced times during the school year. During the first week of school, students will be instructed by all teachers as to routes and procedures to be followed for any emergency drill. Instructions will be given regarding responding to intruders on the campus, hazardous material exposure, and other safety issues. It is crucial that all students follow these rules for the safety of all persons on campus. In addition, this school has a zero tolerance policy for weapons on campus. A student who notices a condition that could be dangerous should inform a staff member immediately.

Emergency Information File

Each student will have on file in our office all information required to assist the student in an emergency situation. Included will be phone numbers for contact persons, known medical conditions, doctor's numbers and other pertinent information as deemed necessary. It is the responsibility of the parent or guardian to keep this information current.

Medication Policy

Students requiring prescription or nonprescription medication during the school day must bring the medication to the school office upon arrival at school, in its original container with the student's name clearly visible on the bottle. (No Baggies or pillboxes allowed.) A completed Medication Administration form from the parent or guardian must accompany the medication, specifying the time(s) and amount(s) of required dosages. If the medication is to be administered at different times or in different amounts from what is specified on the label, a physician's signature is required. The medication will be administered to the student by the office manager (or other authorized staff member) in the school office. No medicines of any kind may be retained by the student in backpacks, desks, etc., with the following exception: A student who has been instructed in the self-administration of medication for treatment of a serious condition (e.g. asthma, allergies, diabetes) shall be permitted to possess and use a prescribed medication (e.g. inhaler or Epi-Pen) at all times, provided the school has received, and the administration team has approved, a signed prescription or written direction from his/her physician or health care provider stating that the carrying of such medication is medically necessary.

Expected Behavior

Students at North Idaho STEM Charter Academy are expected to be courteous and well mannered, respectful of teachers, staff members, and each other. They are expected to be honest and trustworthy. The following rules pertain to all students of North Idaho STEM Charter Academy and shall be in effect during school hours and at all school-sponsored activities.

Prohibited Behavior

The following is a partial list of some of the misbehaviors that will be dealt with by the principal of North Idaho STEM Charter Academy:

- Academic Dishonesty: Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated.
- Assault, provoking assault, and fighting
- Hazing/harassment/bullying/cyber-bullying
- Possession of a weapon
- Willful disobedience
- Disruptive behavior
- Vandalism
- Vulgarity or profanity
- Use of any kind of tobacco or tobacco paraphernalia
- The use, sale, and/or distribution of controlled substances
- Stealing
- Outward displays of affection
- Any behavior that is harmful to the school, the school community or any individual

North Idaho STEM Charter Academy expects appropriate conduct at all times. The range of consequences for any inappropriate behavior includes, but is not limited to, parent contact, detention, out-of-school suspension, and expulsion.

Multiple infractions or unacceptable behaviors will result in compound consequences. The Finman staff follows a progressive discipline model to encourage positive changes in behavior.

Only the Board of Directors can expel a student.

Weapons

Possession of any dangerous item while attending school or on school property at any time is prohibited. School administrators and staff are authorized to confiscate such items immediately. North Idaho STEM Charter Academy has a zero tolerance policy for weapons.

Zero Tolerance Policy

Students and all visitors to the school are forbidden to knowingly and/or voluntarily possess, handle, transmit, or use any instrument that can be used as a weapon of any kind while on school property. Any object which could be used to injure another person and which has no school-related purpose for being in school or on school grounds will be considered a weapon for purposes of this policy.

Possession/Use

Any student found to be in possession, using, or attempting to use any object as a weapon will result in the student's immediate suspension. Any student expelled from North Idaho STEM Charter Academy for a weapons violation will be reported to appropriate law enforcement authorities.

Any person not a student at the North Idaho STEM Charter Academy found similarly in possession of a weapon will be removed from school property and referred to law enforcement authorities.

The safety of our students will take priority over any other considerations.

Suspension/Expulsion Procedure

This section will be determined by the Board of Directors and the principal.

Student Government

The purpose of the Student Leadership Council (SLC) is to provide an opportunity for students to express themselves through their elected representatives concerning those phases of the school environment on which students may take action. Seventh and eighth graders will be given the opportunity for leadership activities and offices which will include President, Vice President, Secretary and Treasurer. All grade levels will have elected representatives to serve as their means of communication with staff and the administration team. Elections will take place at the beginning of the school year when new students can have a say in their student government.

Telephone Policy

A telephone will be available at the office for students' use before and after school and during their lunch break. Students will not be excused from classes to use the phone except in emergencies and illness.

Cell phones, MP3 players, and all other personal electronic devices are not permitted during school hours but may be kept turned off and in a student's backpack.

Uniform Requirements

School uniforms are an important facet of our school culture and an integral part of our mission and purpose. A distinctive uniform is a unifying factor within our school and encourages students to think about their attire as an aspect of their work. In addition, neatness and modesty are important aspects of the charter school environment. North Idaho STEM Charter Academy is a project-based math and science focused school where we expect our students to distinguish themselves by their academic performance, citizenship through community service, behavior, and attitude and effort on a day-to-day basis. Additionally, we strive to eliminate the self-consciousness and social competition which popular fashion trends tend to promote.

Specific Uniform Requirements

1. Pants

Black, navy, or tan cotton dress pants must fit correctly and be worn appropriately. Pants should not be excessively tight or baggy.

2. Shorts

Black, navy or tan shorts may be worn by either male or female students. Shorts should not be shorter than one hand's width above the knee.

3. Skirts

Black, navy or tan skirts or school plaid may be worn by female students. Skirts must reach at least to the top of the knee when standing. Skorts may be worn as long as they meet color and length requirements for skirts.

4. Shirts

Black, navy, tan or white short or long sleeved collared polo shirts may be worn by either male or female students. Shirts with buttons must be buttoned in such a way as to maintain neatness and modesty. Shirts must be long enough so the midriff or back is not exposed while seated or during other normal school activities.

5. Shoes

Flip-flops are not appropriate footwear at school and will not be allowed.

6. Hair

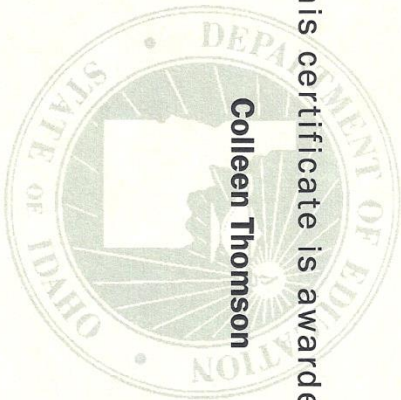
Hair must be a natural hair color, worn neatly, and in such a style that does not draw attention to oneself.

Any judgments regarding clothing or appearance will be made by the school administration team.

CERTIFICATE OF ATTENDANCE

This certificate is awarded to

Colleen Thomson



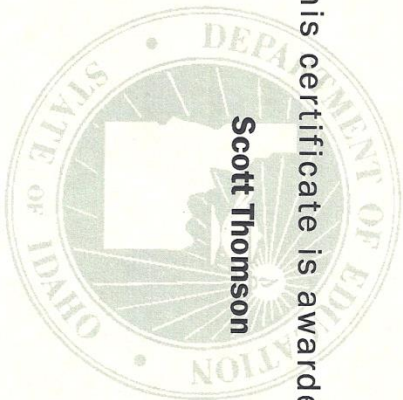
Idaho State Department of Education
Charter Start Workshop
October 5, 2009

Michelle Clement Hughes
School Choice Coordinator

CERTIFICATE OF ATTENDANCE

This certificate is awarded to

Scott Thomson



Idaho State Department of Education
Charter Start Workshop
October 5, 2009

Michelle Conner Hughes
School Choice Coordinator

Appendix G

Resumes of Founders

CURRICULA VITAE
COLLEEN M. THOMSON
34991 N. Kelso Dr.
Spirit Lake, Idaho 83869
(208) 623-2217 home
(208) 623-2501 work

EDUCATION:

University of Idaho, Moscow, Idaho
Masters of Education 2006
Educational Leadership

Gonzaga University, Spokane, Washington
Bachelor's Degree 1991
Kappa Delta Pi, Educational Honor Society
Dean's List
Major: Elementary Education

PROFESSIONAL CERTIFICATION:

National Board Certified Teacher – Middle Childhood Generalist
Idaho: Elementary Education K-8
Washington: Elementary Education K-8

TEACHING ASSIGNMENTS:

Lakeland School District – Rathdrum, Idaho
Administrative Intern – 2005/2006
2005 to present- Supervisor Intermediate Accelerated Reading Program
2001 to present - Fifth Grade Teacher – Spirit Lake Elementary
2000-2001 – Fifth/Sixth Grade Combination Teacher – Spirit Lake Elementary
1995-2000 – Fifth Grade Teacher – Spirit Lake Elementary
1992-1995 – Third Grade Teacher – Spirit Lake Elementary

PROFESSIONAL DEVELOPMENT:

Masters of Education
University of Idaho, Moscow, Idaho
Have also completed 48 credits of graduate level courses

PROFESSIONAL ACTIVITIES:

School Planning Committee for School Immunizations Clinic -2009
National Incident Management System (NIMS) training - 2009
Developed and implemented Intermediate Standards Based Report Card - 2009
Science Curriculum Committee – 2007

Student/Teacher Assistant Ed Team Member 2007
School Improvement Plan and Accreditation Committee – 2005/2006
Developed and Supervise Intermediate Accelerated Reading Program -2005/2006

PROFESSIONAL ACTIVITIES CONTINUED:

RTI- Response to Intervention Team Member - current
Medical Reserve Corps of North Idaho - current
Master Teacher for University of Idaho Teaching Intern – fall 2005
Master Teacher for University of Idaho Teaching Intern – spring 2005
Master Teacher for University of Idaho Teaching Intern – spring 2004
School Improvement Committee – Spirit Lake Elementary - current
District Long Range Planning Committee – 2002 to present
Language Arts Curriculum Committee – Lakeland School District -1999 to present
Self-Manager's Character Education Committee – 1997 to 2005
PTO – 1992 to present
National Education Association/Idaho Education Association – 1992 to 2005
Social Studies Curriculum Committee – Lakeland School District – 1993 to 1999
Kid's Voting Committee – Lakeland School District – 1995 to 1998
Social Committee – Spirit Lake Elementary – 1997 to 1998
Trainer for Here's Looking at You 2000 Drug Awareness Program – District #272 – 1997
Master Teacher for University of Idaho Intern – Spring 1996
Spirit Committee – Spirit Lake Elementary – 1994 to 1995

HONORS:

Spirit Lake Elementary Teacher of the Year – 2006-2007
National Honor Roll's Outstanding American Teachers 2005/2006
Who's Who Among America's Teachers – 2001
Spirit Lake Elementary Teacher of the Year – 2000 – 2001
Lakeland School District Elementary Teacher of the Year – 1996-1997
Spirit Lake Elementary Teacher of the Year – 1996 -1997

REFERENCES AVAILABLE UPON REQUEST

CURRICULA VITAE

SCOTT THOMSON

34991 N. Kelso Dr.
Spirit Lake, Idaho 83869
(208) 623-2217 home
(208) 623-2501 work

EDUCATION:

University of Idaho, Moscow, Idaho
Masters of Education 2006
Educational Leadership

University of Idaho, Moscow, Idaho
Bachelor's Degree 1999
Major: Elementary Education

PROFESSIONAL CERTIFICATION:

Idaho: Elementary Education K-8
Washington: Elementary Education K-8

TEACHING ASSIGNMENTS:

Lakeland School District – Rathdrum, Idaho
Administrative Intern – 2005/2006
1999 to present- Supervisor Intramural Program
1999 to present - Sixth Grade Teacher – Spirit Lake Elementary
2002/2003 Supervisor- Homework Assistance Program

OTHER PROFESSIONAL EXPERIENCE:

Vice President of Operations MGB Enterprises. 1985-1995

In charge of Marketing, purchasing and managing daily operations for hospitality company with over one-million dollars in annual revenue and 30 employees.

PROFESSIONAL DEVELOPMENT:

Masters of Education
University of Idaho, Moscow, Idaho
Have also completed 42 credits of graduate level courses

PROFESSIONAL ACTIVITIES:

School Planning Committee for H1N1 flu vaccine clinics- 2009
National Incident Management System (NIMS) training - 2009
Developed and implemented Intermediate Standards Based Report Card – 2009
District Supplemental Levy Committee- 2007/2008
Science Curriculum Adoption Committee – 2007 to Present
Math Curriculum Adoption Committee Member- 2008 to Present
Health Curriculum Adoption Committee Member- 1999-2007
School Improvement Plan and Accreditation Committee – 2005/2006
School Crisis Management Team- 2003 to Present
Member District Facilities Bond Planning Committee-2004
Master Teacher for University of Idaho Teaching Intern – Spring 2005
School Improvement Committee – Spirit Lake Elementary - current
PTO – 1999 to present
National Education Association/Idaho Education Association – 1999 to 2005
Northwest Professional Educators Association 2005- Present
Self-Manager Character Education Committee – Spirit Lake Elementary – 2001-2006

HONORS:

Veterans of Foreign Wars Teacher of the Year 2006
Spirit Lake Elementary Teacher of the Year – 2004/2005
Who's Who Among America's Teachers – 2004
Disney's Teacher Awards Nominee 2002

REFERENCES AVAILABLE UPON REQUEST

Appendix H

Darrell Richardson

PO Box 986,
623-3205
Spirit Lake, ID 83869-0986
email:dhrcar@spokaneskynet.com

Phone: Home (208)

Electrical Engineer

Summary

An Electrical Engineer with extensive background in development and production of electronic equipment. Experience across the entire product life cycle and in all aspects of manufacturing. Detail oriented and enjoys working in a cross-functional team environment.

Engineering Work Experience

Gonzaga University 2010 - Current

Teaching the Power Engineering Lab

Hewlett Packard/Agilent Technologies – Spokane, WA

1990 – 2009

While working for HP/A, I transitioned through every electrical engineering position in manufacturing; in both the instrument site, and the surface mount site. I managed people, projects and teams. In the process, I gained experience in and performed:

- Project Management
- Autotest development: X-ray, 3070, Boundary scan tester, familiar with AOI, Flying Probe
- DFM
- Supplier management
- NPI product introduction
- Spec setting
- Environmental testing
- Test system design and development
- Production support
- Circuit design
- Component failure analysis, including relay life testing
- High frequency component modeling
- Group leader, of small and large technical groups

-
- C & Basic programming on PC & Unix

Boeing Aerospace – Kent, WA 1985 – 1987

While working for Boeing, I supported the initial build of the Inertial Upper Stage satellite booster. The main experiences I retain from this, is how to work on government projects, and the different manufacturing expectations required by a high reliability product.

Assembly programming

College Education

BSEE – Washington State University 1985

MSEE – Washington State University 1990

Transmission and Distribution Engineering program, Gonzaga 2009 - Current

Misc

Familiar with

- Mentor Graphics, Valor, Fabmaster
- ISO-9000
- Lean Manufacturing

Innovation

- Spark stock option award for Innovation
- Goal of 1 major innovation for each of last 7 years
- Designer and tester resulting in co-patent on RPP relay for high frequency performance

Military service – US Marine Corps 1977 – 1980, Honorable Discharge, various awards

Secret security clearance while at Boeing

Professional Resume

Dan Tesulov

7553 Crenshaw Street

Rathdrum, Idaho 83858

(208) 964-5030

Current

President, RealTeam Real Estate Corporate

Realtor / multi-state licensee, 25 years

Owner, HouseWatch Property Management

Rathdrum City Councilman

Council President for City of Rathdrum

Council Liaison Parks and Recreation Commission, City of Rathdrum

Professional Activities

President, Rathdrum Citizen's Committee, a non-profit organization

Charter Organization Chairman, Rathdrum Citizen's Committee

Committee Chairman for Rathdrum Boy Scout Troop 216

Cathy Richardson

PO Box 986
Spirit Lake, ID 83869-0986
dhrcar@spokaneskynet.com

Phone: (208) 623-3205
email:

Work Experience:

Self Employed Contractor for Itron, Inc., Spokane, WA 2002 - 2007

- Business Systems Report Writing across all functional areas from Purchasing, Inventory, Sales, and all areas of Accounting
- Reconciliations
- Resolving Data Integrity Issues

-
- Financial Representative for Service Contracts Conversion
 - Training others on Business Application Tools
 - Information Systems User Support
 - Process Improvements

Self Employed Contractor for AMX, Idaho Falls, ID 2004

- Financial Statement Report Writing

Itron, Inc. Spokane, WA 1990 - 2000

During my 10 years as an employee of Itron, I worked in both Corporate Accounting as well as Information Systems:

Systems Analyst:

- Business System Support
- Business Application Training for employees
- Managed Conversions to new System releases along with Custom Modifications

Financial Analyst:

- Management and reconciliation of Fixed Assets, Accounts Balances, Bank Reconciliations, Foreign Currency Restatements
- Writing Monthly Financial Statements
- Cost Accounting
- Coordination of Annual Budget Corporate wide
- Spending Analysis and Gross Margin Analysis
- Accounting Representative for Migration to new Business Applications - Finance, Sales Order, Purchasing, Manufacturing

College Education:

BS in Accounting at California State University, Long Beach 1990

Misc:

- Active Treasurer, Spirit Lake East Homeowners Association
- Contributor to Spirit Lake Elementary including Erosion Table, Books, Jason Project and Hands on Science
- Volunteer Timberlake Junior High, Spirit Lake Elementary

Dr. Lorna Finman – Dr. Finman is also a Board Member of North Idaho STEM Charter Academy. Dr. Finman is a graduate of Stanford University with a PhD in physics. She is the owner of LCF Enterprises in Post Falls, Idaho which manufactures RF Power Amplifiers for commercial and military applications. She is the founder of NIDA (North Idaho Discovery Association), which is a primary sponsor of the First Lego League. Dr. Finman was an astronaut candidate in 1989.

Appendix I



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

November 6, 2009

Scott and Colleen Thomson
34991 N. Kelso Dr.
Spirit Lake, ID 83869

Dear Scott and Colleen,

In Idaho, the State Superintendent of Public Instruction has the responsibility for carrying out policies, procedures and duties authorized by law or established by the State Board of Education for all secondary and elementary school matters (Idaho Code, Section 33-125). On behalf of Superintendent Tom Luna, the Sufficiency Review Committee at the Idaho Department of Education has reviewed the charter petition submitted by Finman Math Science Community Charter School. This petition review was to ensure that the petition was aligned with the laws governing public schools.

The findings of the State Department of Education are outlined in the enclosed document. Please communicate these findings to founders and any committees helping to initiate the charter school. If you have any questions regarding these findings, please contact me at (208) 332-6963.

Following the sufficiency review, a petition may be submitted to an authorized chartering entity. In order to establish a new brick and mortar charter school, the petition must be submitted initially to the local board of trustees in which the charter school will be located. A petition to establish a new public virtual school must be submitted directly to the Public Charter School Commission. IC 33-5202 (1)(b) Charter developers wishing to be authorized by the Idaho Public Charter School Commission are encouraged to review the Commission website for timelines regarding submission of materials as well as scheduled meeting dates.

Charter developers should take the following limitations into consideration when submitting petitions:

The number of new public charter schools which may begin educational instruction in any one (1) school year shall be limited in number in accordance with the following:

- (a) *Not more than six (6) new public charter schools may begin educational instruction in any one (1) school year, and*
- (b) *Not more than one (1) new public charter school may begin educational instruction in any one (1) school district in one (1) school year, and*
- (c) *A petition must be received by the initial authorized chartering entity no later than September 1 to be eligible to begin instruction the first complete school year following receipt of the petition, and*
- (d) *To begin operations, a newly-chartered public school must be authorized by no later than January of the previous school year. IC 33-5203 (2)*

Office Location
650 West State Street

Telephone
208-332-6800

Speech/Hearing Impaired
1-800-377-3529

Fax
208-334-2228



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Legislation enacted in 2008 requires school districts to make serious consideration of new brick and mortar charter schools before denying or forwarding the petition to the Charter Commission.

Please review the policies of the Lakeland School District regarding submission of charter school petitions.

I look forward to working with you through the approval process and as you are establishing Finman Math Science Community Charter School.

Sincerely,

A handwritten signature in cursive script that reads "Michelle Clement Taylor".

Michelle Clement Taylor, School Choice Coordinator
Division of Innovation and Choice

Enclosure: Idaho State Department of Education Sufficiency Review

Office Location
650 West State Street

Telephone
208-332-6800

Speech/Hearing Impaired
1-800-377-3529

Fax
208-334-2228

**Sufficiency Review by the Idaho Department of Education
Elements Required of a Petition to Establish a Charter School**

Pursuant to the public charter school rules adopted by the Idaho State Board of Education on March 10, 2005, charter school petitioners are required to submit a draft charter school petition to the Idaho State Department of Education (SDE) for the purpose of determining whether the petition complies with statutory requirements (Idaho Code, Title 33, Chapter 52). This review must occur prior to the petition being submitted to an authorized chartering entity (IDAPA 08.02.04. 200.03).

Charter School Name: **Finman Math-Science Community Charter**

Attendance District: **Lakeland School District**

Date submitted to State Department: **October 13, 2009**

Date of Review: **November 6, 2009**

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Concerns boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

Meets the Standard:	The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
Partially Meets the Standard:	The response addresses most of the criteria, but the responses lack meaningful detail and requires important additional information.
Does Not Meet the Standard:	The response does not meet statutory requirements and/or lacks raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.

1. Describe the school's educational program and how it will identify:
 - a) What it means to be an "educated person" in the 21st century; and
 - b) How learning best occurs. 5205 (3) (a)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
Concerns and Additional Questions: You might want to emphasize what the goals/plans related to Technology and Engineering for a well rounded "STEM" (Science Technology Engineering Math) program.		

2. Identify the school's goals and how all educational thoroughness standards shall be fulfilled. 5205 (3) (a)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
Concerns and Additional Questions: There is confusion on the following from page 15 of the application. What is NMSA? Is that the name of the school or is it Finman? Also on page 24 - "All students leaving NMSA will be proficient in using both a word processing and spreadsheet programs." (Page 15 of application)		

3. Identify measurable student educational standards that describe the extent to which all students of the charter school will demonstrate they have attained the skills and knowledge specified as goals in the school's educational program. 5205 (3) (b)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

4. Identify the method by which student progress is to be measured in meeting the school's student educational standards. 5205 (3) (c)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

5. Describe how the school's students will be tested with the same standardized tests as other Idaho public school students. 5205 (3) (d)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

6. Describe how the school will ensure that it shall be state accredited as provided by rule of the Idaho State Board of Education. 5205 (3) (e); 5210 (4) (b)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	
Concerns and Additional Questions: Please note that the State of Idaho has adopted the Northwest Association of Accredited Schools (NAAS) as are accrediting organization and as such, has adopted the NAAS standards for accreditation. For more information on Accreditation, please check out the State of Idaho Accreditation Website at http://www.sde.idaho.gov/site/accreditation/ or the NAAS website at http://www.northwestaccreditation.org/ .		

7. Describe the governance structure of the school, including, but not limited to, the person or entity that shall be legally accountable for the operation of the school and the process the school will follow to ensure parental involvement. 5205 (3) (f)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

8. Describe the qualifications to be met by individuals employed by the school. Every person who serves in a public charter school must comply with the professional codes and standards approved by the State Board of Education, including standards for ethics or conduct. 5204A (1); 5205 (3) (g); 5210 (4) (a)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	
Concerns and Additional Questions: This document, though it mentions the phrase "highly qualified" once gives no indication that the petitioners know what it means or how it should be implemented within their school context.		

9. Describe the procedures the school will follow to ensure the health and safety of students and staff. 5205 (3) (h)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	
Strengths: Addressed the need for substance abuse prevention.		
Concerns and Additional Questions: Need to address Cyberbullying. Make sure all Health and P.E. standards are addressed. Consideration of Suicide Crisis response plan. Need to address tracking of incidents of Alcohol, Tobacco, Other Drugs (ATOD) possession, use, and distribution and misbehavior including bullying, harassment, fighting, vandalism, insubordination, truancy, weapons, suspensions, and expulsions.		

Under Expected Behavior may want to consider adding that this applies to teachers and staff also. Generally, it is a two way street, if teachers respect the students, the students will reciprocate.

10. Describe the school's plan for denial of attendance to any student who is or has been:

- An habitual truant
- Incurrigible
- Deemed by the board of trustees to be disruptive of school discipline or instructional effectiveness
- Detrimental to the health and safety of the other students
- Expelled from another school district or state 5205 (3) (i); 33-205; 33-206

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

11. Describe admission procedures that comply with I.C. § 33-5205(j), to include a provision for over-enrollment, and equitable selection processes for the initial year, as well as subsequent years of operation. Include enrollment capacity of the charter school. 5205 (3) (j)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	
Strengths: States that they will follow the model admission policy.		
Concerns and Additional Questions: The admission procedure follows Idaho Code and is the wording from code. Consider rewording it so stakeholders can easily understand what the preference groups are. Parents will read your charter, but they probably won't search out the Idaho Code to see what the policy is. Specifically state the lottery pools for year one and then for subsequent years. June 30 is late to be holding your lottery. You will need to have enrollment figures and make hiring decisions early in the spring. Consider changing the deadline for the lottery.		

12. Describe how waiting lists will be developed and renewed annually. 5205 (3) (j)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
Concerns and Additional Questions: Consider grouping Admissions, Over Enrollment, and Non-Discrimination all together before you address discipline. It is easy to miss.		

13. Describe the manner in which annual reports will be conducted. Each public charter school shall annually submit a report to the authorized chartering entity which approved its charter. The report shall contain the audit of the fiscal and programmatic operations, a report on student progress based on the public charter school's student educational standards, and a copy of the public charter school's accreditation report. *5205 (3) (k); 5206 (7); 5210 (3)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	
Strengths: Page 25 states that an annual report of student progress will be sent to the Idaho Public Charter School Commission.		
Concerns and Additional Questions: The petition does not state a copy of the fiscal audit will be submitted to the SDE, which is required by IC 33-701(6) (as required by Idaho Code 33-5210(3)). While page 28 states that an annual programmatic and an annual audit will be completed, it does not state that copies will be submitted to their chartering entity. I could not find anything specifically stating a copy of the school's accreditation report will be submitted to the chartering entity. Page 25 addresses accreditation.		

14. Describe the school's disciplinary procedures, including the procedure by which students may be suspended, expelled and reenrolled. *5205 (3) (l); 33-210*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

15. Include a provision that ensures all staff members of the school will be covered by all of the following:

- Public Employee Retirement System (PERSI)
- Federal Social Security
- Unemployment Insurance/Worker's Compensation Insurance
- Health Insurance *5205 (3) (m)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

16. Describe the public school attendance alternative for students residing within the school district who choose not to attend the public charter school. *5205 (3) (n)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

17. Describe the transfer rights of any employee choosing to work in a charter school that is approved by the board of trustees of a school district, and the rights of this employee to return to any non-charter school in the same district. *5205 (3) (o); 33-1217*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

18. Include a provision that ensures that the staff of the public charter school shall be considered a separate unit for purposes of collective bargaining. *5205 (3) (p)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

19. Describe the manner by which special education services will be provided to students who are eligible for such services pursuant to the federal Individuals with Disabilities Education Act, including disciplinary procedures for these students. *5205 (3) (q)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
G/T-X	Special Ed- X	☐
Strengths: G/T-The petitioner agrees to abide by Idaho Code concerning the identification and serving of gifted students. Additionally, the petitioner is explicit about the specific criteria that will be followed to identify students. Special Ed: - Adoption of special education policy is adequately addressed. - Plans to provide related services and transportation are clearly articulated. - Plans to hire certified special educators meet state and federal requirements. - Services to students in the least restrictive environment is covered and alludes to a plan to offer a full continuum of services to meet the needs of the individuals enrolled in the school. Concerns and Additional Questions: Special Ed: - Child Find: The charter addresses plans to serve students who enroll with an IEP but does not address the process the school will use to "find" students who enroll who may have a disability that has not yet been identified or who have an identified disability that the parent has chosen not to divulge during the enrollment process. Will there be a screening process to find students who are at risk of academic failure and provide interventions or a special education evaluation, if needed?		

20. Describe the school's plan for working with parents who have students who are dually enrolled. *5205 (3) (r); 33-203*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		

21. Describe the process by which citizens in the area of attendance shall be made aware of enrollment opportunities of the public charter. *5205 (3) (s)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
Strengths: A variety of methods are discussed to inform the community of the new school and the opportunity provided.		

22. Describe the school's proposal for transportation services. *5205 (3) (t); 5208 (4)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
		X
Concerns and Additional Questions: Petition states that charter will not offer transportation the first year, but will look at in subsequent years. IC 33-1501 that states, where practicable, shall provide transportation for the public school pupils within the district. The charter school should specifically define why it is not practicable to provide busing when IC 33-1006 and 33-5208 provide for advance transportation funding. There are four methods to obtain and provide transportation services: joint busing with school district, charter-owned school busing, contracted busing service, or pay parents in-lieu only if it is more cost effective. The process to obtain busing should begin nearly one year prior to needing transportation service. Charters should consider boundaries when busing is provided. SDE understands that the attendance area becomes the zone for providing transportation services to all eligible students living more than 1½ miles from school. Transportation may be reimbursed in advance at 60% with a final reimbursement of a blended 50/85% rate and a block grant per IC 33-1006. In addition, reference IC 33-5208 that limits transportation reimbursement to students within the public charter school's attendance zone that meet one of the following criteria: student resides within the school district in which the public charter school is physically located, or student resides within 15 miles of the public charter school by road. It is recommended the charter school contact SDE School Transportation Staff at 332-6832 with additional questions on busing options and requirements.		

23. Describe the school's plan for termination of the charter by the board of directors, to include:
- Identification of who is responsible for dissolution of the charter school
 - A description of how payment to creditors will be handled
 - A procedure for transferring all records of students with notice to parents of how to request a transfer of student records to a specific school
 - A plan for the disposal of the public charter school's assets. *5205 (3) (u); 5206(8)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
Concerns and Additional Questions:		
Consider including what will happen with the personnel records of the employees.		

24. Describe the proposed operation and potential effects of the school, including, but not limited to:
- a) facilities to be utilized by the school
 - b) the manner in which administrative services of the school are to be provided
 - c) the potential civil liability effects upon the school and its chartering entity *5205 (4)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
	X	
Concerns and Additional Questions:		
The petition does not identify financial responsibilities for the principal and a business manager was not identified. This could be a concern as financial management is often a very large responsibility for a charter administrator.		

25. Include copies of the petition to establish the charter school signed by at least thirty (30) qualified electors of the attendance area designated in the petition. Include proof of elector qualification. *5205 (1) (a)*

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		
Strengths:		

26. Include proof of attendance at the public charter school workshop by at least one (1) person among the group of petitioners. 5205 (5)

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
X		☐

After a sufficiency review has been conducted by the State Department of Education, the petition and sufficiency may be submitted to an authorized chartering entity for review and approval. Completion of the review process does not ensure approval of the charter school petition, nor does it establish that the school cannot be challenged for failure to comply with state or federal statutes, rules or regulations at some future date. The SDE does not waive its duty to enforce such laws by performing the sufficiency review.

For the purpose of implementing the provisions of section 33-5203(2), Idaho Code, the State Board of Education shall assign a number to each petition it receives. Petitions shall be numbered based on the chronological order in which notice of the approved petition is received by the State Board of Education.

Submit Petitions and completed Approval Forms to:

State Board of Education
Tamara Baysinger
650 West State Street, 3rd Floor
P.O. Box 83720
Boise, Idaho 83720-0037

State Department of Education
Michelle Clement Taylor, School Choice Coordinator
650 West State Street, 2nd Floor
P.O. Box 83720
Boise, Idaho 83720-0027

7/14/2008

Corrections and Additions made to our petition from sufficiency review suggestions

#1. We already had STEMS education included in our educational program on page 11.

#2 Changed the NMSA to Finman Math-Science Community Charter.

6. Here are the needed changes for this section.

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

Finman Math-Science Community Charter will be accredited through the Northwest Association of Accredited Schools (NAAS). The Board will comply with all accreditation standards established by the NAAS. These standards include:

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

Finman Math-Science 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

#8 Finman Math-Science Community Charter 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.

#9 Cyber bullying is included under discipline. Tracking of incidents is listed under alcohol and drug use. We included a statement that we would follow the Idaho Content Standards for Health and Physical Education and would develop a Suicide Crisis Response plan.

#11. We have changed the date to April 30th and restated the lottery pools for year one and then subsequent years to show that year one we includes the lottery for all students and in subsequent years returning students who register on time will automatically be admitted.

1. Five lottery pools and/or waiting lists will be established for and prioritized as follows for year one:
 1. Children/grandchildren of founders'
 2. Siblings of pupils already attending,
 3. Students within the primary attendance area, and
 4. All other students.
2. Five lottery pools and/or waiting lists will be established for and prioritized as follows for subsequent years:
 1. Returning students
 2. Children/grandchildren of founders'
 3. Siblings of pupils already attending,
 4. Students within the primary attendance area, and
 5. All other students.

#13 changed to:

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. Finman Math-Science Community Charter will conduct a programmatic audit through information obtained via its own instruments, timeline, and processes. 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

Appendix J – Letters of Community Support

6 Feb, 2010

Subject:

Letter supporting the grant application for the North Idaho STEM Charter Academy

Situation:

The United States has been facing increased job competition in the Math and Science areas. This is occurring at the same time as, and in part due to, the steady degradation of our youth's education in these areas. The North Idaho STEM Charter Academy (STEM = Science, Technology, Engineering, Math) school is taking the steps needed to reverse that trend and merits grant funding to support its success.

Validation:

A few years ago, I had the opportunity to meet a Korean family visiting the US for a couple months. Their 6th grade daughter was already 2 years ahead of the Ferris Elementary students (South Hill, Spokane, WA) in Math. As an Electrical Engineer, I am very familiar with jobs going overseas because the foreign workforce is as well educated, or better, than our own. Per the US Department of Education's summary of education achievement, Canada scores significantly higher than the US on Math/Science scores. My sister lives in New Brunswick so I know that they also require all classes to be taught in French in second grade, making their students bilingual.

It only takes a little looking at how other nations manage their education, to see that we are failing our kids. My experience with the local school has been in requesting additional science work for my son, only to be told 'no' by the teacher, because he wasn't trained in science and didn't understand the subject enough to provide extra material. In math, the teacher refused to maintain classroom discipline because the disciplinary process required more of his time.

North Idaho STEM Charter Academy:

If we are to reverse the decline in our youth's education, we need to find alternate approaches and they need to be available to the public. The public education goals are low, and there is nothing in them that will make the step function improvements needed to regain the Math/Science lead. Nor is there anything in the education process to enthuse the students about the subjects. North Idaho STEM Charter Academy, founded by the Thomsons, is particularly well suited to succeed in both of these. In particular they:

- 1) Are sponsoring a novel approach to teaching using a project based approach of STEM teaching. I have taken and taught several classes and labs, and recognize the different enthusiasm levels between them. As with labs over classes, the real-world aspect of a project basis will lead to higher student enthusiasm.

-
- 2) The North Idaho STEM Charter Academy administration and teachers have a demonstrated record of holding their students to a higher level of achievement and having the students perform to it. We know this from seeing our children go through their classes. This will lead to the students covering more material.
 - 3) North Idaho STEM Charter Academy is targeting the area our children most need in order to compete in the international arena our job market is becoming (STEM).
 - 4) They are located in an area that is adding synergy to their Math/Science education through the Rathdrum Technology Corridor Science Center under development in Rathdrum.

Closing:

There is nothing crazier than doing the same old things and expecting different outcomes. The U.S. has been trying to improve education for decades and all we have seen is a decline relative to most other nations. We need to provide the public with other options until we find methods that work. As detailed above, the North Idaho STEM Charter Academy School is particularly well suited to succeed and is targeted at the particularly needy Math and Science subjects. We have no better opportunity for success than to fund them.

Regards,
Darrell Richardson
dhrcar@spokaneskynet.com

February 18, 2010

To Whom It May Concern:

The purposed STEM Charter School is a wonderful opportunity for North Idaho, and therefore, the rest of the state. If the North Idaho STEM Charter Academy grant should be approved, the school would provide much needed diversity in education, emphasis on the sciences, and a better future for the students that are enrolled.

Currently, the “out of home” educational choices in North Idaho (Kootenai County and surrounding areas) are limited. There are the schools in the district in which one resides, one Chart School in Coeur d’Alene, and a sprinkling of private, tuition paid, schools. If unable to afford a private tuition, then a family has few choices in education. Even with the funds to pursue a private education, many of the local private schools are not geared toward advancement in the sciences, and they have very limited funding. The purposed North Idaho STEM Charter Academy would provide a much-needed “alternative” to the above-mentioned schooling opportunities. Because North Idaho STEM Charter

Academy would have an emphasis in the sciences, it would attract students and families that are interested in technology, engineering, and math. This would provide a positive environment for the students choosing to attend, thus producing better trained graduates with a higher rate of college attendance. Because of the current choices available in education in North Idaho, my children are enrolled in “at home” public, charter schools to meet their educational needs.

As most are aware, the test scores of US students have been dropping in the area of math and science when compared with other industrialized nations. My husband and I are trained in the sciences and we believe it is important to have a school that is strong in all academic areas, with an emphasis in the sciences, and providing an environment conducive to learning. North Idaho STEM Charter Academy would be a welcomed addition to the Rathdrum and surrounding areas. It would provide a starting point for a community committed to educational opportunity. Students that excel in math and science are more likely to continue on to college, get degrees and support educational opportunity in the community in which they reside post graduation.

I believe North Idaho STEM Charter Academy will succeed, where other area schools have not, because of the founders’ approach to public education. They are in support of teaching using a project-based approach. This “real world” approach to education will foster an environment that will lead to higher student enthusiasm. This enthusiasm will produce an excitement for critical thinking, new ideas, and a desire to perform. The faculty and staff of North Idaho STEM Charter Academy intend to encourage students to achieve at a higher level, and the natural consequences of this approach will be classes covering more material. This will ultimately lead to an increase in our youth’s assimilation and performance in the math and sciences.

I encourage you to support the grant funding the North Idaho STEM Charter Academy. It will provide a needed alternative for educating our children. The educational choices that exist in North Idaho have proven to produce lower test scores in the areas of math and science and a decrease in high school graduates attending college. The children of North Idaho deserve a chance for excellent education emphasizing the sciences. Our best opportunity to provide that for them is North Idaho STEM Charter Academy.

Sincerely,

Janet Poorman
poorman@wildblue.net

February 18, 2010

To Whom It May Concern:

I am writing with regard to the proposed *North Idaho STEM Charter Academy School*.

While the North Idaho/Lakeland School District area offers many choices to families, I do believe the *STEM Community Charter* would offer something that is not currently available.

In the North Idaho/Lakeland School District area we have a number of public and private school choices, as well as the choice to home school. One choice we *do not* have, however, is a Charter School. The *North Idaho STEM Charter Academy School* would provide parents/community members with an option that is unlike any current choice out there.

It is not a secret that children learn differently. While a public or private school offers a “standard” learning environment and a home schooling parent can offer a “catered” environment, The *North Idaho STEM Charter Academy School* would offer the best of both worlds.

While many school environments “teach to the test,” the *North Idaho STEM Charter Academy School* would take it a step further, a step that is needed desperately in schools today. Still covering the “basics,” a STEM education would engage the students in a hands-on, project-based learning approach. I do not know of any child who would not benefit from this kind of change/environment. This change would raise the bar on our children's education. It would provide a goal that they would be excited to reach.

By bringing more math and science into the learning environment, I believe there would be far less disciplinary issues. The students would be excited to learn, unlike the current feel of many students today. What student (or adult for that matter), wouldn't be excited to be involved in a discovery-based course?

I would be happy to discuss my support in greater depth should you care to contact me. It is time we offer parents and students a choice that makes sense, a choice that could change the future of this nation.

Sincerely,

Tana Loibl
Tanab4u@gmail.com
(208) 818-6543

February 17, 2010

To Whom It May Concern,

The purpose of this letter is to show that there is extensive community support for the Science, Technology, Engineering and Math charter school.

We are parents of two daughters who currently attend school within the Lakeland School District. We purchased our land and built our home specifically within this district as we had heard such wonderful things regarding the programs offered. We have been very impressed with the elementary education; however it does lack some significant concentration on the math and science areas of education. We recognize that No Child Left Behind has placed an undo burden on all public schools to teach to the test. The focus is consistently on reading; both my children are fantastic readers and have always achieved excellent scores in this area however, their learning in math and science lags far behind what we as parents feel is necessary for their higher education needs. We are basing this on the fact that both of us have bachelorette degrees in the sciences. This has been essential to our success as parents and as a family something we desire our children to also achieve.

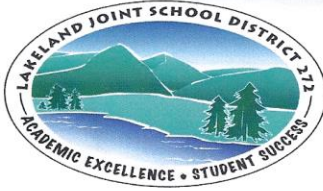
Our nation's workforce is ever-changing and as it transitions from a production based to a knowledge based economy the new skills necessary to succeed are grounded in math and science areas of education. The proposed charter school would enable those students who not only show the academic propensity toward these fields, but whom also have the desire to explore these areas, an avenue within a well structured school environment.

We fully support the creation of the Science, Technology, Engineering and Math charter school and hope your support will be as enthusiastic.

Sincerely,

The Sincerbeaux's; David and Carmen
32454 North Priest River Drive
Spirit Lake, ID 83869

Appendix K – Authorized School District Response



LAKELAND JOINT SCHOOL DISTRICT # 272
15506 N. Washington Street P.O. Box 39
Rathdrum, Idaho 83858
Phone: 208.687.0431 Fax: 208.687.1884 Web: lakeland272.org

January 12, 2010

Scott Thomson
34991 N. Kelso Dr.
Spirit Lake, ID 83869

Dear Scott:

After full consideration of your Petition to establish the Finman Math-Science Community Charter presented to the Board of Trustees during their regular meeting on December 14, 2009, the Board of Trustees of the Lakeland Joint School District #272 at a duly constituted Board meeting held on the 11th day of January, 2010, voted to refer your Petition for the establishment of a new charter school located between Hwy 41 and Diagonal Road in Rathdrum, Idaho, to the State Commission.

The reasons for the Board's decision to refer your Petition are as follows:

1. The Lakeland Joint School District #272 needs to create policy and procedures for authorizing a charter school. This will take some time to develop, and the trustees did not feel that it would be fair to expect you to wait and possibly miss out on the timeline the Idaho Public Charter School Commission provides for new charter petitions.
2. With the Governor's recent announcement regarding reduced funding for public education, and knowing the District will lose approximately \$1.5 million dollars in revenue over the next three years if the Finman-Charter School enrolls 150 Lakeland students, the financial impact at this time would be devastating.
3. Our school attorney has advised us that the Charter Application is deficient as a matter of law. His letter is attached for your review. The aspects of the Petition he refers to as deficient, in my opinion, are easily rectified and had little to do with the Board's decision.

On behalf of the Board, we wish you the very best and hope to develop a collegial partnership as we continue to provide an excellent education for all our children.

Sincerely,

Mary Ann Ranells, PhD
Superintendent of Schools

committed to academic excellence ...dedicated to student success

RECEIVED
JAN 11 2010

DODSON & RAEON LAW OFFICES
ASSOCIATES IN THE PRACTICE OF LAW

Charles M. Dodson, Attorney, isb #2134
(208) 664-1577
James A. Raeon, Attorney, isb #2075
(208) 765-5875

Eastlake Professional Suites
1424 Sherman Avenue
Suite 300
Coeur d'Alene ID 83814
Facsimile (208) 666-9211

January 11, 2010

Dr. Mary Ann Ranells, Superintendent
Lakeland Joint School District No. 272
Via facsimile 687-1884

RE: Finman Math-Science Community Charter - Proposed Charter Application submitted to
Lakeland Joint School District No. 272

Dear Mary Ann:

At your request I have reviewed the rather voluminous materials submitted by the proponents of Finman Math-Science Community Charter in light of Title 33, Chapter 52 of Idaho Code which sets forth the statutory requirements for the establishment of a public charter school. In conjunction therewith I have found the following, and advance the following opinion at the end of this correspondence:

1. Idaho Code 33-5205(a) requires as a condition precedent to the granting of such a Petition, that the Petition be signed by no fewer than thirty (30) qualified electors of the attendance area designated in the Petition. "Proof of elector qualification shall be provided with the petition". In my review of the Petition, I find no proof from the Kootenai County Elections Board indicating those individuals who signed the Petition (on page 58, through and inclusive of page 60 of the packet provided to me) are qualified electors residing within the area to be included within the proposed charter school's jurisdiction. Qualifications for school electors are set forth at Idaho Code 33-405, which requires the following:

- A. A person must be eighteen (18) years of age.
- B. A person must be a U. S. Citizen and reside within the state and district within thirty days next preceding any election.

The only means and methodology of determining whether or not a person meets those

PAGE 01

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208-666-9211

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requirements (which are the same for general voting for the most part), is to have a verification of the names of the Petitioners verified through the County Elections Board to determine if they are indeed qualified electors. On that basis alone the Petition is deficient and fails to meet the requirements of the law.

2. In reviewing the Articles of Incorporation I noted Article 4 requires three directors, however there are only two named within the Articles of Incorporation.

3. In Article 8 of the proposed Articles of Incorporation, the final distribution of assets upon dissolution is blank, although it is referenced in Tab 10 under "A Termination".

4. Under the By-laws, Article 3 thereof, it requires a majority be determined as fifty percent of the Board plus one officer. An officer under Idaho Non-profit Corporation Law is not a Board Member and therefore there is, in my opinion, a legal deficiency regarding what constitutes a majority of the Board under the By-laws. I also note in Article V of the By-laws, the word "one" is at the very end which is nonsensical. I further note that under the By-laws there is an execution date of September of 2009, without a specific date upon which the execution took place. I do note, however, that the Articles of Incorporation filed with the Secretary of State effective October 1, 2009 corrected deficiencies contained within the Articles of Incorporation attached to the packet.

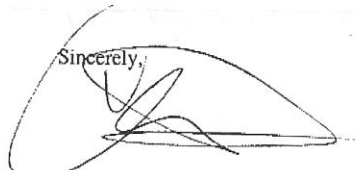
5. I further note, in Tab 8 of the packet provided to me, that as to "Purchasing" there is no specific incorporation by reference of Idaho Code 67-2801 et seq., which is the purchasing statute for governmental entities (which is applicable to the Charter School notwithstanding it is a non-profit corporation). That is a deficiency.

6. As to Tab 10, under Public Access, I find no reference whatsoever to the requirements of the Federal Education Rights and Privacy Act found at 20 United States Code, Section 1232g, with particular reference to the publication that is required to be provided to the parents of students enrolling, or a policy what will constitute educational records as opposed to directory information all as required by that Federal Statute.

Therefore, it is my express opinion that notwithstanding the other technical difficulties, based upon the fact that the thirty qualified electors have not been verified by proof thereof, that the Charter Application is deficient as a matter of law. Please feel free to share this opinion with the individuals proposing the Petition, as well as your internal committee.

Thank you again for this opportunity to be of service.

Sincerely,



Charles M. Dodson
Attorney at Law

CMD/mab

Appendix L – Regarding Attorney’s Letter

1. Proof of Elector’s signatures was included in this petition prior to sufficiency.
2. Articles of Incorporation include 3 directors: Scott Thomson, Colleen Thomson, and Dan Tesulov on page 51.
3. Per format of the required charter petition, the final distribution of assets was referred to under TAB 10 and not TAB 8.
4. All deficiencies had already been corrected with the Secretary of State on October 1, 2009, through the charter’s attorney, Mark Jackson, prior to presenting our petition to Lakeland School District
5. All information regarding parent’s rights is listed under TAB 3 and TAB 7, as required by the charter petition format and not listed in TAB 10.
6. Letters showing a good faith working relationship between the petitioners and the school district are also attached. We also met with district administration months before submitting our petition and discussed our plans to open a charter school to allow them time to consider how we might make this a successful venture for all.

Appendix M – School District Correspondence



Scott & Colleen Thomson <colleenscott@gmail.com>

resending our letter per request

4 messages

Scott & Colleen Thomson <colleenscott@gmail.com>

Tue, Jan 5, 2010 at 5:59 PM

To: blpuckett@hotmail.com, olmsteadmetal@aol.com, TSkubitz@msn.com, WallaceB@evsd.org, 2brownz@gmail.com

Cc: mranells@lakeland272.org, bmurray@lakeland272.org, ttaggart@lakeland272.org

It was brought to our attention that the attachment did not open for everyone. We apologize and have just pasted our letter below.

January 4, 2010

To the Lakeland Administration and Board of Trustees,

On behalf of the board of Finman Math-Science Community Charter School we would like to thank you again for the opportunity to present at the December 14th board meeting. We know this is a huge decision and understand your desire to do what is best for the Lakeland School District. As stated at the board meeting and in meetings with Dr. Ranells, Mr. Taggart, and Mr. Murray, everything is on the table as we are eager to make this work. If we can accommodate your wishes, we will happily do so. We also want what is best and would like to reiterate our desire to work with you toward a partnership that will benefit the children of this area with the least possible impact on the district. While this is our desire, we would like to point out that the clock on our 60 day deadline is ticking and we have yet to hear any feedback from you regarding our charter.

We know you have just formed, or are forming a committee to deal with our petition as well as for future petitions. We would gladly meet with your committee in hopes of working through the process together. Regardless of the outcome we feel the process will help both parties in forming good questions and framing the issues in an informative light. As we are learning this process and in the spirit of good faith we need to keep in mind the following timeline:

According to the law (33-5205 (1) (c)) the school board has 60 days from the date the charter petition is received to make a decision. The three actions you may take are: 1. consider the petition and approve the charter; or (2) consider the petition and deny the charter; or (3) refer the petition to the public charter school commission, but such referral shall not be made until the local board has documented its due diligence in considering the petition.

Obviously, our first choice is that you approve our petition, either with, or without negotiations. However, should you decide you can't authorize our school, we would request you refer us to the Idaho Public Charter School Commission and not put us all through the appeals process should you choose to deny our petition. It is also our understanding that within the framework of the aforementioned law, we may negotiate elements of the petition in order to facilitate a good working relationship between our two entities moving forward. Again, we thank you for your time and effort in this important matter and look forward to hearing from you before the 60 day timeline expires.

Sincerely,

Scott & Colleen Thomson

Finman Math-Science Community Charter.

Mary Ann Ranells <mranells@lakeland272.org>

Wed, Jan 6, 2010 at 2:56 PM

To: Scott & Colleen Thomson <colleenscott@gmail.com>

Cc: Brook Cunningham <BCunningham@lakeland272.org>

<https://mail.google.com/mail/?ui=2&ik=22b6abf69e&view=pt&search=inbox&th=126012...> 3/20/2010

Hi, Scott,

Thank you for the note. The Charter Authorizing Committee met last night to review your petition. I tried to call but knew you would be busy with your students, so I thought I would just send a note to let you know where we are in the process.

The committee discussed what it means to authorize a charter school, reviewed the Finman Charter proposal, and discussed the impact the charter would have on the district. The members discussed the pros and cons of authorizing the charter school at length. I thought they did a great job, Scott, and felt they were thorough and deliberate in their analysis.

During the Board meeting Monday evening, the committee will make two recommendations to the Board: (1) refer the Finman Charter petition to the state commission; and (2) direct administration to create a policy and process for charter school requests in the future. The members of the committee felt we need to do a better job as a district in terms of a consistent procedure from the moment we receive a charter school proposal to the actual start-up of the school and the joint agreement that would be necessary to forge a strong partnership. Because this is going to take us some time to create, the committee didn't feel that would be fair to you to wait. I know the process at the state level has its own timeline and we did not want to jeopardize your options. The committee is also very worried about funding. We are hearing terrible predictions for next year and the loss in revenue will have a significant impact on the Lakeland School District.

This is a very brief synopsis of the meeting, and it will still be up to the Board of Trustees to make the final determination Monday evening.

Please give me a call if I can answer any questions or concerns you may have, but I wanted you to know what our next steps will be. I'm so honored and proud of you and Colleen. There is no doubt in my mind you will have a wonderful, vibrant, child-centered, highly successful school.

Take care,

Mary Ann

Mary Ann Ranells, Ph.D.
Superintendent of Schools
Lakeland Joint School District #272
P.O. Box 39
Rathdrum, ID 83858
(Office) 208-687-0431
(Fax) 208-687-1884
(Website) www.lakeland272.org

<https://mail.google.com/mail/?ui=2&ik=22b6abf69e&view=pt&search=inbox&th=126012...> 3/20/2010

From: Scott & Colleen Thomson [mailto:colleenscott@gmail.com]
Sent: Tuesday, January 05, 2010 4:59 PM
To: blpuckett@hotmail.com; olmsteadmetal@aol.com; TSkubitz@msn.com; WallaceB@evsd.org; 2brownz@gmail.com
Cc: Mary Ann Ranells; Brad Murray; Tom Taggart
Subject: resending our letter per request

[Quoted text hidden]

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This email was Anti Virus checked by Astaro Security Gateway. <http://www.astaro.com>

Scott & Colleen Thomson <colleenscott@gmail.com>
To: Mary Ann Ranells <mranelis@lakeland272.org>

Thu, Jan 7, 2010 at 7:23 PM

Hi Mary Ann,

Thank you for your response. While we are disappointed that we won't be working together with Lakeland, we know that you have your reasons for your decision and we respect that. The Department of Education has asked that we get a letter from the district stating that you are referring us and the reason(s) why. Would it be possible to get that letter Monday night or soon thereafter?

Again we appreciate you contacting us personally and your encouragement through this process. We hope, whatever the outcome, you know that we value your insight and friendship. We will see you Monday night.

Have a great weekend,
Scott & Colleen

[Quoted text hidden]

Mary Ann Ranells <mranelis@lakeland272.org>
To: Scott & Colleen Thomson <colleenscott@gmail.com>

Fri, Jan 8, 2010 at 10:46 AM

Hi, Scott,

The Board of Trustees has the final decision-making authority, and I never try to second guess what they will do. At this point, I only know what the committee is recommending, but, yes, if the Board decides to refer the charter to the State, I will try to have a letter for you as quickly as possible.

I value you both so much. Please don't hesitate to call on me at any time if I can be of assistance.

Take care,

Mary Ann

Mary Ann Ranells, PhD

Superintendent of Schools

Lakeland Joint School District #272

P.O. Box 39

Rathdrum, ID 83858

(Office) 208-687-0431

<https://mail.google.com/mail/?ui=2&ik=22b6abf69e&view=pt&search=inbox&th=126012...> 3/20/2010

Appendix N – Facilities Information

Facilities

Primary Plan;

With the increase in the Albertson's grant, we are now looking at purchasing land and building our own facility. The Seventh Day Adventist Church is about to close escrow on 13 acres in Rathdrum, and we are currently in discussions to purchase 3-5 acres. We have previously gone through the annexation and planning and zoning process with them.

Dr. Lorna Finman will also donate \$50,000 towards facilities. to be used towards this partnership.

Secondary Facility Plan:

The Meyer family has property for sale adjacent to the KTEC property. This land is close to sewer and would be an excellent location for future growth. Dan Tesulov, of Real Team Real Estate, is working on a possible lease option with the owners of a building located on Lancaster and Hwy. 95 within the Lakeland School District. The building is on full sewer, is commercial grade construction, has office space and is over 7,000 sq ft on 100 acres.

Third Option:

North Idaho STEM Charter Academy has been donated land off of Hwy 41 in Rathdrum, Idaho. The property includes all utilities. Discussions with the City of Rathdrum and Kootenai County about future building demands on sewage focus on several options such as septic tanks, or connecting to the current sewer system, or a green building option .

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.

The following school building plans are for our third option with Dr. Finman's land. Paul Matthews, the architect, was working with Dr. Finman.



Scott & Colleen Thomson <colleenscott@gmail.com>

North Idaho STEM Charter

2 messages

Paul Matthews <pmarchitects@verizon.net>

Wed, Feb 10, 2010 at 12:56 PM

To: Scott & Colleen Thomson <colleenscott@gmail.com>

Cc: Lorna Finman <lornalcf@gmail.com>, Brian Induni <brian.induni@induninw.com>

Scott, I am attaching revised sketches of the plans that we discussed on Monday. I have changed them to incorporate your comments. Please review. It appears to me that without additional land area, or funding, the larger plan might be out-of-reach. I realize you are still working on both, but in any case, I illustrated how the smaller plan could be situated on Lorna's SH 41 parcel. Lorna, possibly we could save a bit of time at the end of our next meeting to discuss how a NIDA temporary facility might make use of the footprint of this plan. Scott & Lorna, I'll be in touch early next week with an update on the Karleen Meyer meeting.

Regards all, Paul

Paul Matthews, AIA

Paul Matthews Architects

PO Box 794

8052 W Main Street #201

Rathdrum ID 83858

Tel (208) 687-0300 Fax (208) 687-0355

pmarchitects@verizon.net

3 attachments

 **LCA SMALLPLANIDEAL.pdf**
79K

 **LCA SMALLPLANMOD.pdf**
69K

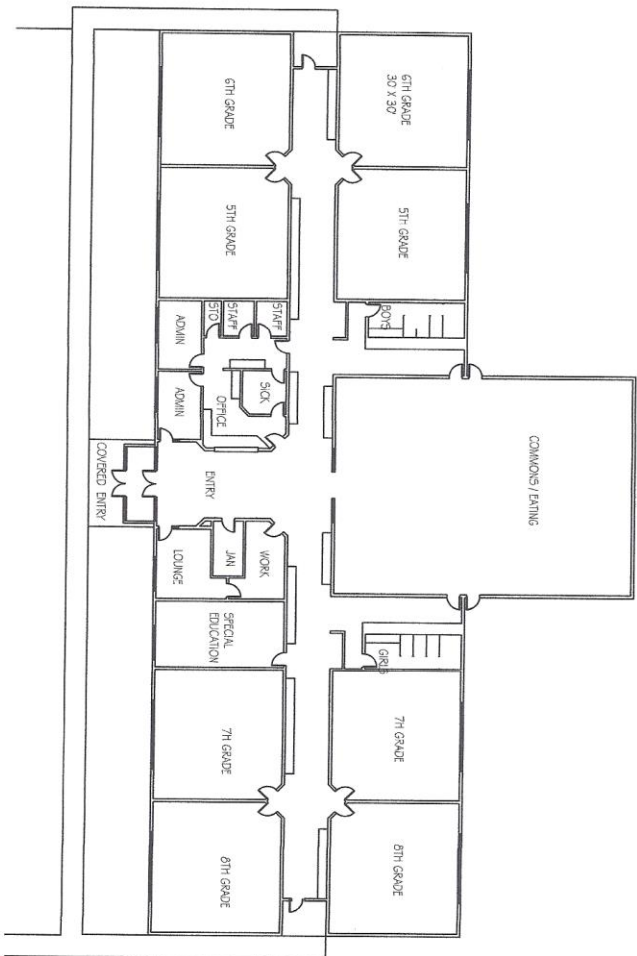
 **LCA SMALLSITENIDA (2).pdf**
62K

Scott & Colleen Thomson <colleenscott@gmail.com>
To: Paul Matthews <pmarchitects@verizon.net>

Wed, Feb 10, 2010 at 7:32 PM

Thanks Paul,

<https://mail.google.com/mail/?ui=2&ik=22b6abf69e&view=pt&search=inbox&th=126b97...> 3/23/2010



NORTH IDAHO STEM CHARTER

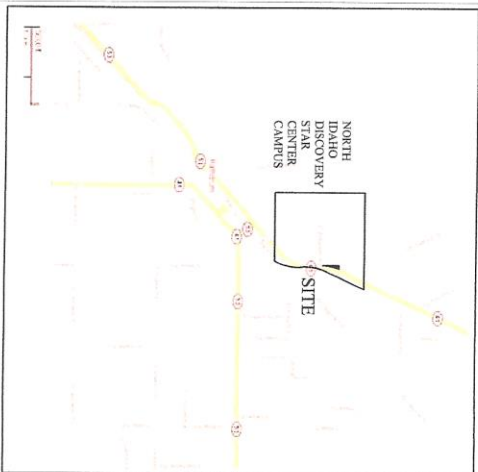
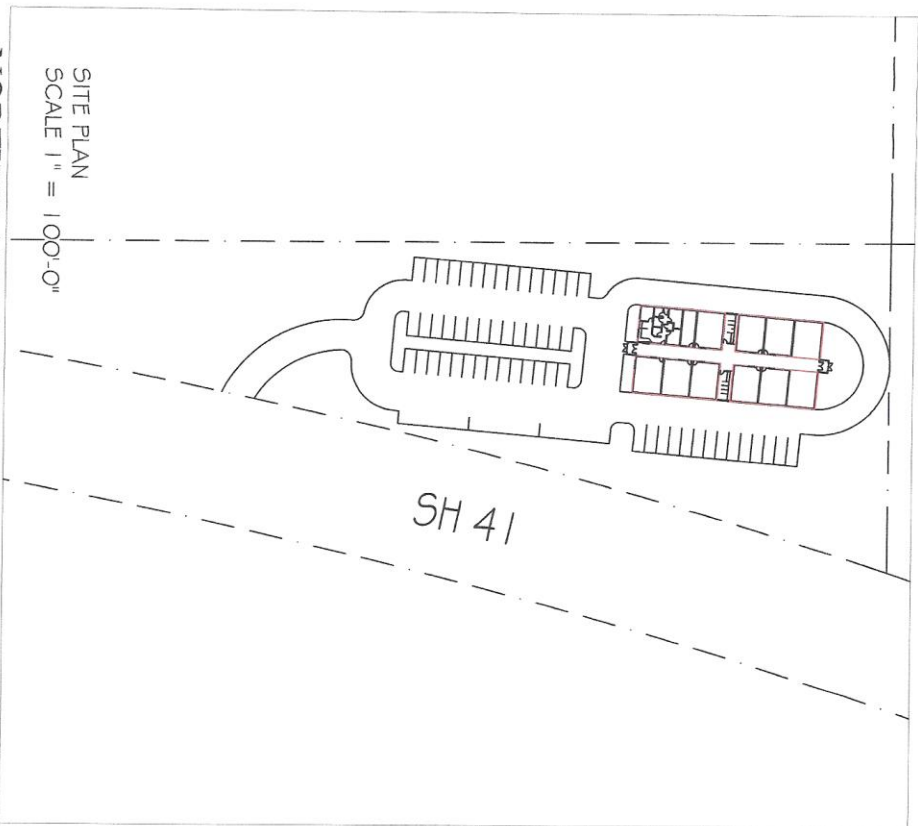
SITE BUILT OPTION

16,800 SF

SCHEMATIC FLOOR PLAN

SCALE 1" = 30'-0"

2-10-10
PM



NORTH IDAHO STEM CHARTER
LOCATION "D"
VICINITY OF NORTH IDAHO DISCOVERY STAR CENTER CAMPUS

2-10-10
PM

Both plans look great to us!!! As long as we can fit at least 200 kids in there. Thanks for your efforts.
Scott

[Quoted text hidden]

<https://mail.google.com/mail/?ui=2&ik=22b6abf69e&view=pt&search=inbox&th=126b97...> 3/23/2010



Scott & Colleen Thomson <colleenscott@gmail.com>

TEMP facility

1 message

Paul Matthews <pmarchitects@verizon.net>**Fri, Feb 26, 2010 at 2:25 PM**

To: Lorna Finman <lornalcf@gmail.com>

Cc: Scott & Colleen Thomson <colleenscott@gmail.com>

Lorna, this is what I have at the moment for the temporary facility – if it were to go in on the sliver of land near NIDA. This is what I will price and if you are pricing you can use this to get an apples-to-apples comparison. I put in the minimum number of restroom required for 100 students – the occupant load of the multi-purpose room as sized. For the STEM charter they would have to increase the size of the MPR room later on. I guessed at the electrical requirements – do you need 3 phase in this temp facility – any 480V? Please email comments. I know you are looking for “ready-made” facilities, but am to continue to evaluate the feasibility of this site. Correct?

Paul Matthews, AIA

Paul Matthews Architects

PO Box 794

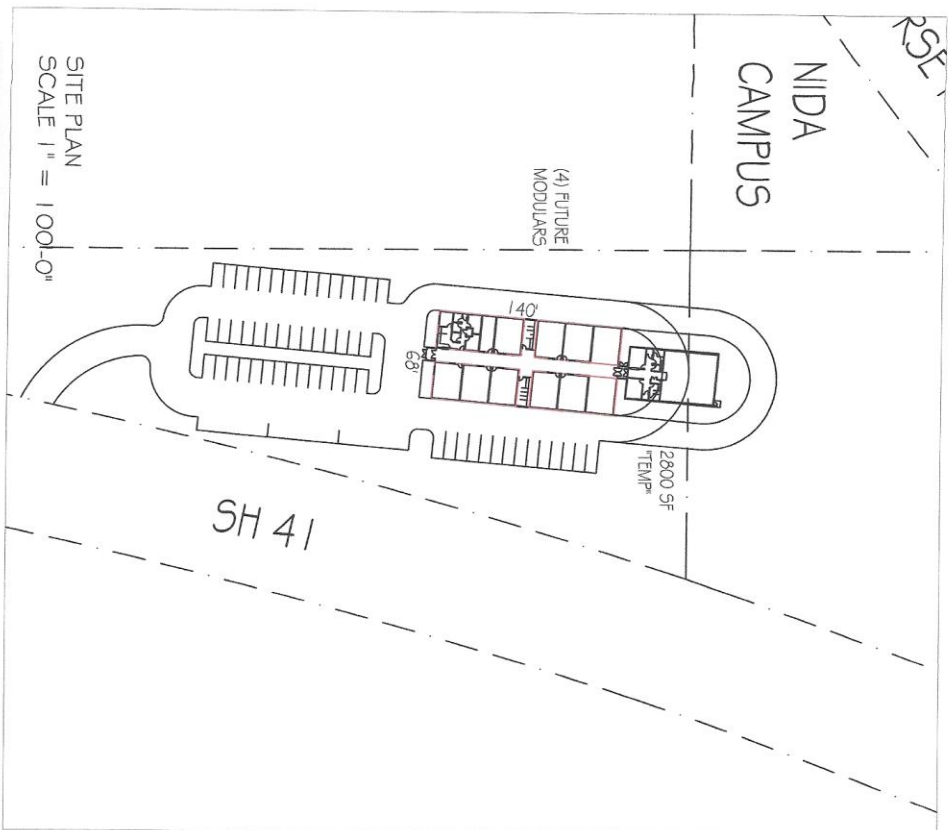
8052 W Main Street #201

Rathdrum ID 83858

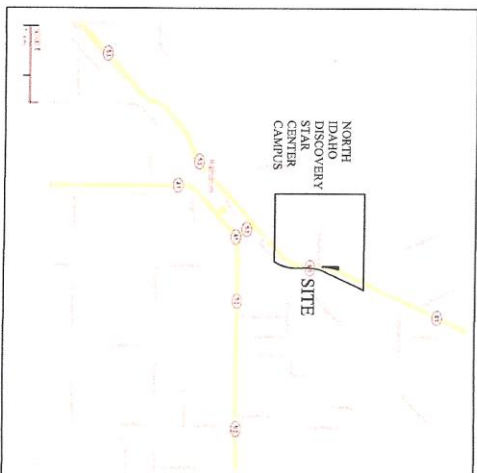
Tel (208) 687-0300 Fax (208) 687-0355

pmarchitects@verizon.net**3 attachments** **TEMP 1.pdf**
53K **TEMP 2.pdf**
579K **SMALLSITENIDA.pdf**
121K<https://mail.google.com/mail/?ui=2&ik=22b6abf69e&view=pt&search=inbox&th=1270c2...> 3/23/2010

NORTH IDAHO COMMUNITY STEM CHARTER LOCATION "D"
VICINITY OF NORTH IDAHO DISCOVERY STAR CENTER

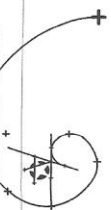


OCCUPANCY E/A-3
 BUILDING TYPE IIB (OR VA)
 SIZE 9,500 (OR 7,200 SF 4-1,800 SF MODULES)
 + 2,800 SF ASSEMBLY ("TEMP") = 12,300 SF
 OCCUPANTS 186 ASSEMBLY AREA (100 @ "TEMP")
 360 OCCUPANTS CLASSROOMS - BASED ON TABLE
 220 OCCUPANTS BASED ON 1004.1.1



VICINITY MAP
 2-24-10
 PM

NIDA TEMP FACILITY SPECIFICATIONS	NIDA TEMP FACILITY SPECIFICATIONS	OTHER NOTES
FINISHES INTERIOR: FLOORS: PROVIDE COLORED CONCRETE IN ENTRY WAY CPT IN NIDA OFFICE HARDWARE: ALL OTHER AREAS EXPOSED CONCRETE - SEAL WALLS: 5/8" GWB - LIGHT ORANGE PINK TEXTURE PRIME (2) COATS LATEX PARTITIONS - ALL PARTITIONS TO RUN TO STRUCTURE ABOVE CEILING: SUSPENDED ACOUSTICAL ACT (@9' APT) IN DESIGNATED AREAS EXPOSED INSULATION W/ F5-25 LINER IN OTHER AREAS EXTERIOR: WALLS: 26 GA GALV PREFINISHED MTL SIDING ROOF: 26 GA GALV PREFINISHED MTL SIDING PROVIDE 4" CULTURED STONE ACENT @ ENTRY FACADE INTERIOR DOORS: (7) 36 WD DOORS 3 X 7 W/ 1 1/2" PAR B9 BUTTS @ EA. CLOSERS & SMOKE SEALS, KICKPLATES @ RESTROOM DOORS, STOPS, LOCKSETS @ OFFICES & STORAGE ROOM, ALL OTHERS PASSAGE SETS LEVER HANDLE 5" @ ALL LOCATIONS EXTERIOR DOORS: 1) WIDE STYLE ALUMINUM PAR DOORS W/ BUTT HINGES @ ENTRY - PUSH PULL @ INTERIOR SET, PUSH PULL W/ LOCKSET & THUMBTURN @ EXTERIOR SET, THRESHOLDS WEATHERSTRIPPING, CLOSERS W/ HOLD-OPEN STOPS @ EA. 2) INSULATED FLUSH HM @ MULTI-PURPOSE ROOM, W/ STOP HOLD OPEN, LEVER HANDLE ALWAYS OPEN INSIDE, BLANK PLATE OUTSIDE - THRESHOLD WEATHERSTRIP ALL FINISHES BRUSHED STAINLESS	MECHANICAL 3 TON HEAT PUMP FOR OFFICE AREA W/ GAS BACKUP 120 MBH GAS UNIT HEATER 1500 CFM WALL MTD FAN W/ INTERIE TO MOTORIZED DAMPER @ FRESH AIR LOUVER - (2) PADBLE FANS (3) 100 CFM EXHAUST FANS - @ EA RESTROOM & BREAK ROOM PLUMBING: (3) FLOOR MOUNTED TANK TYPE HC WCS W/ FLUSH ASSYST (1) WALL MTD URINAL (2) DECK MOUNT SELF RIMMING LAVS (1) 55 SINK (1) F&R MTD JAN SINK W/ BUCKET FILTER & FAUCET (1) DUAL LEVEL HC DRINKING FOUNTAIN (1) 15 GAL ELECTRIC WATER HEATER ELECTRICAL 400 AMP SERVICE 120/208 1Ø 200 A PANEL W/ 100 A SUB PANEL PROVIDE (4) SPECIAL PURPOSE RECEPTACLES ON DROP CORDS IN MULTI-PURPOSE ROOM TELEDATA CABLEING BY OTHERS PROVIDE CONDUIT STUB TO ABOVE CLG. LIGHT FIXTURE (4) FLUORESCENT T-55 HI BAY 5 @ MFR 2X4 LAY INS T-8 W/ PRISMATIC LENS IN OFFICES 2X4 2-TUBE T-8 W/ RAPAROUNDS IN RESTROOMS HALOGEN WALL PACK @ EXTERIOR DOORS (2) SECURITY FLOODS W/ MOTION SENSORS PROVIDE DISK TO DAMN OPTICAL SENSOR W/ TIME CLOCK (2) EXTREMELY CLOUTIGHS	GC TO PROVIDE (2) ALTERNATE PRICES 1) AS PRE-ENGINEERED METAL BUILDING W/ R-19 WALL & R-25 ROOF INSULATION INTERIOR PARTITION WALLS 22 GA MTL STUD 14" EAVE HEIGHT - MIN 41/2 PITCH 2) AS CONVENTIONALLY FRAMED WOOD STRUCTURE W/ 2X6 STUDS @ 16" O.C. R-19 CAVITY INSULATION & PRE-ENGINEERED PRESS-PLATE WOOD ROOF TRUSSES W/ R-38 BATT INSULATION 14" PLATE HEIGHT @ MFR 12" PLATE HEIGHT @ OFFICES



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ARCHITECTS, PLLC
8052 West Main Street #201
Rathdrum Idaho 83858
ID 208-687-0300
FAX 208-687-0355
pmarchitects@verizon.net

SPECIFICATIONS - N.I. STEM CHARTER

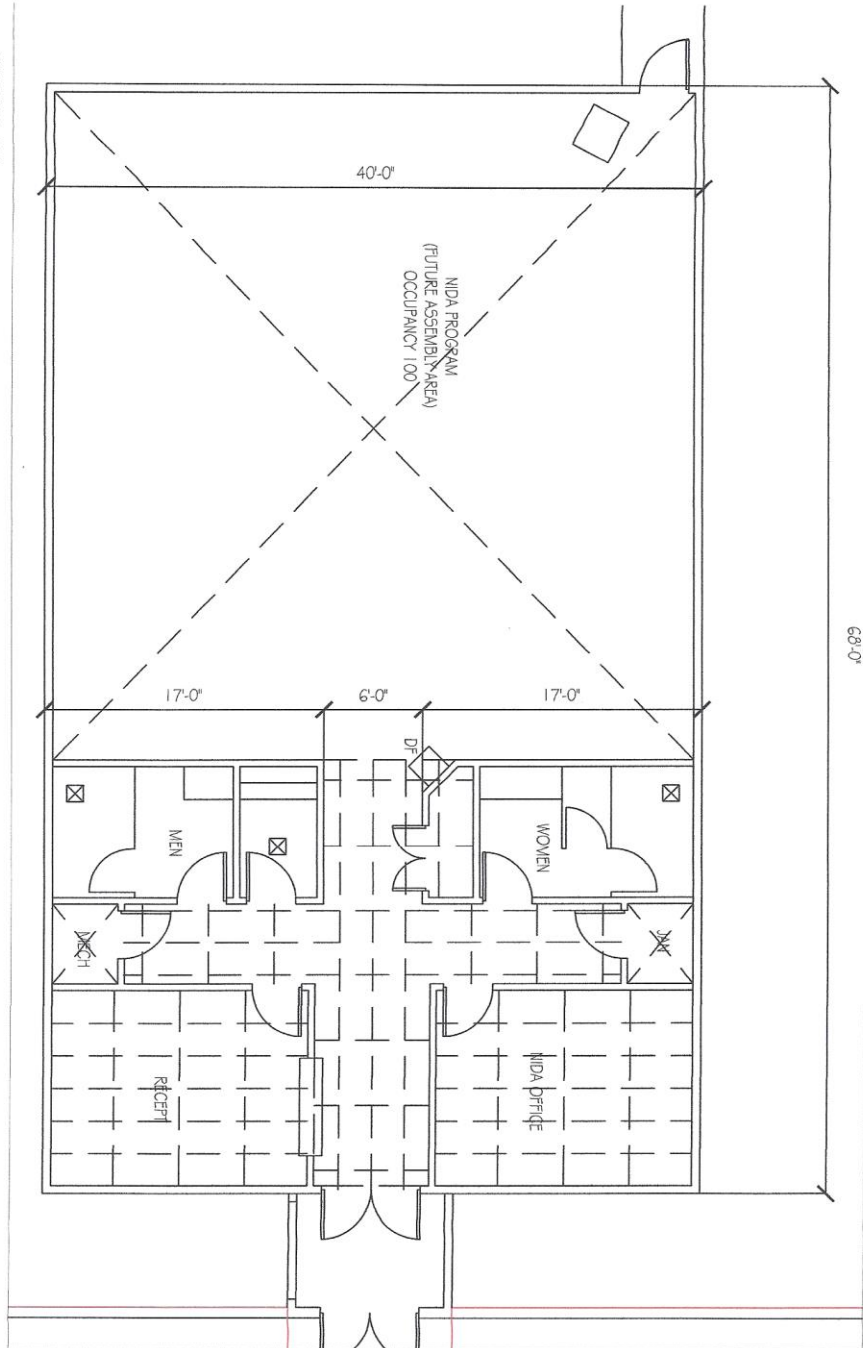
1 OF 2
2-24-10
PM

SITE PLAN
 SCALE 1" = 100'-0"

FLOOR PLAN - N.I. STEM CHARTER - 2,720 SF
 SCALE 1/8" = 1'-0"



1 OF 2
 2-24-10
 PM



Appendix O

Article Coeur d'Alene Press



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Tuesday
July 20, 2010



Sunny
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ALID BEST

STEM Charter seeks approval

School could open in September 2011, be 3rd in Kootenai County

By MAUREEN DOLAN
Staff writer

their children to Developers of the North Idaho STEM (Science, Technology, Engineering and Mathematics) Community Charter are in the process of having the school's charter authorized by the Idaho Public Charter School Commission in Boise.

COEUR d'ALENE — By this time next year, Kootenai County parents could have another charter school to consider sending

2011, and become the third charter school in Kootenai County.

It will be located in Rathdrum, although the facilities plans have not yet been finalized.

"There are a couple of different possibilities right now," said Scott Thomson.



S. Thomson

Thomson and his wife, Colleen, both Spirit Lake Elementary School teachers, have been working on creating the school for the past year, but the seed was planted some time ago.



C. Thomson

see STEM, A2

STEM from A1

"We started being approached by parents, parents interested in choice for their students," Colleen said. "The school that we're envisioning would give students a different way to learn than what we're doing presently."

The STEM education movement has been gaining momentum throughout the country in recent years.

"Our mission is to prepare these kids to be successful citizens in a technological age," Colleen said.

The school will be project- and inquiry-based, she said. Students will be expected to give presentations on their learning experiences, be able to speak about their projects with the main focus on science, math, engineering and the use of technology.

Reading, language and social studies won't be left out. Idaho state standards for all subjects will be met, and students will be subject to state assessments.

Character education will also be an important piece of the program, Colleen said, because it fosters a learning environment that is safe, supportive and successful.

As a public charter school, North Idaho STEM will be free and available to all students in Idaho, so the Thomsons expect students from throughout the region to enroll.

And they will serve pupils of all ability levels.

In the classroom, Colleen said they see innovative learning opportunities are often available only to students at the higher end of the achievement curve.

"There are those other kids that need a chance too, and they need that different niche," Colleen said.

For educators developing

charter schools, the main appeal is more autonomy, freedom from many of the regulations that apply to traditional public schools, in exchange for increased accountability for student achievement.

"We worked for the Lakeland district for years, and we have absolutely the highest regard for Lakeland, but this opportunity came up and we believe in school choice. We think this is an excellent opportunity for kids, so we have really pursued this," Colleen said.

Each of the Thomsons has a master's degree in educational leadership. Scott has taught at Spirit Lake Elementary for 11 years, and Colleen has been there for 18.

Their goal, Scott said, is to create citizens who will be successful, and make it possible for the U.S. to maintain its competitive edge.

"I think we're seeing the backlash, in many ways, of becoming a society that's gotten kind of used to having it good," Scott said. "I think we need that hunger again. We need to prepare our fish to swim in a bigger pond, so to speak, because we're competing with China, India, Brazil and Russia. Quite frankly, right now, the momentum is on their side and we need to do something to catch up."

Colleen said it's also about motivating kids and helping them understand the joy and excitement of discovery, the thrill of completing a project and being able to communicate about it.

"Instead of going to the store to buy an iPod, they need to learn how to make one, and learn how to make the next generation of one, and stop relying on India and China to do all that. We can do it here," Scott said.

The proposed charter school will not be on the grounds of a new youth sci-

ence center being built on 80 acres along Highway 41 just north of Rathdrum. The STAR (Science, Technology and Research) Center is a project of the nonprofit North Idaho Discovery Association, co-founded by Post Falls business owners Paul and Lorna Finman.

Through NIDA, the Finmans support dozens of North Idaho school-based teams involved in science, robotics and tech challenges as well as offering summer camps, internships and scholarships aimed at hooking young people into science and technology.

Although the proposed charter school is separate and independent from the science center, Lorna Finman sits on the North Idaho STEM board.

"With her experience, Lorna is a wealth of information," Colleen said.

Finman will continue her activities on behalf of all schools in the area, the Thomsons said.

"It's in keeping with her vision of enrichment for kids," Scott said. "She's educating North Idaho that this kind of thing is possible, and it's possible for so many kids."

Other board members include: Cathy Richardson, a Spirit Lake resident with accounting, auditing, systems and financial analysis experience; Dan Tesulov, a former Rathdrum City Council member and real estate business co-owner; Darrell Richardson, who holds a master's degree in engineering and currently teaches at Gonzaga; and, the Thomsons.

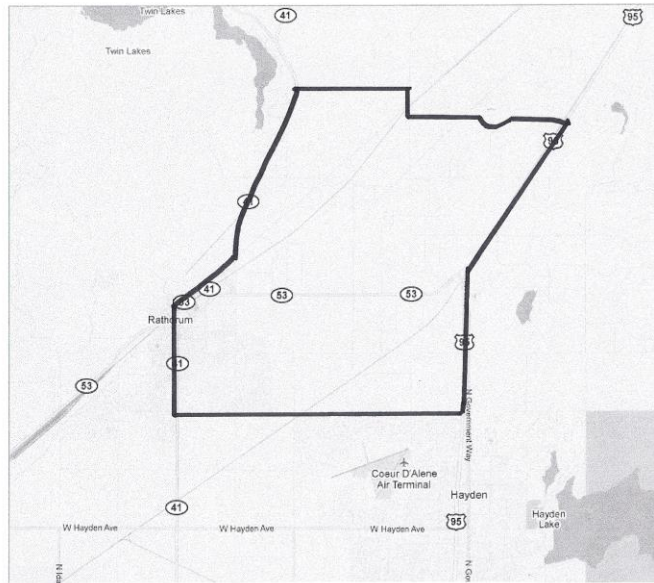
The North Idaho STEM Community Charter's petition was heard by the state's charter school commission in April, and it is on the commission's agenda for a second hearing and possible authorization in September.

Information: www.northidahoSTEM.org

Appendix P: Map of Primary Attendance Area

Google Maps

Map of Primary Attendance Area



The primary attendance boundaries of North Idaho STEM Community Charter 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.

Appendix Q:

The STEM Academy peer review information, recommendations, testimonials, and partnerships:

(Confidential Information regarding sustainability of the program has been provided to the commission but cannot be attached to this petition per agreement with The STEM Academy as the petition is a public document)

The STEM Academy curriculum is standards based, assures high-quality content exchange, and can be customized for school districts and states. Using hands-on activities and maps, it prepares students for real-world application of 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). The STEM Academy has also partnered with MIT and the Department of the Navy to include the Sea Perch Project into their middle school curriculum.

RUSSELL D. FEINGOLD
WISCONSIN

505 HART SENATE OFFICE BUILDING
WASHINGTON, DC 20510
(202) 224-5323
(202) 224-1280 (TDD)
feingold.senate.gov

United States Senate

WASHINGTON, DC 20510-4904

COMMITTEE ON THE BUDGET
COMMITTEE ON FOREIGN RELATIONS
COMMITTEE ON THE JUDICIARY
SELECT COMMITTEE ON INTELLIGENCE
DEMOCRATIC POLICY COMMITTEE

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-0008

Dear Secretary Duncan:

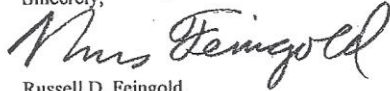
I am pleased to write in support of the application submitted by the STEM Academy and its partners, including 12 local education agencies (LEAs) in Wisconsin, for an i3 Development Grant (84.396C).

As the application explains, the mission of the nonprofit STEM Academy, is to prepare all K-12 students to be competent, capable citizens in a technology-dependent society through comprehensive student assessments, including traditional tests, project-based learning presentations, and portfolios. The STEM (Science, Technology, Education, and Mathematics) Academy curriculum is standards based, assures high-quality content exchange, and can be customized for school districts and states. According to the application materials, the Academy mainline education approach will create an engineering pipeline that meets the demands of industry today and tomorrow for qualified professionals. Students will be prepared for postsecondary engineering education, internships, and career opportunities.

With this development grant, STEM Academy will test the following hypothesis: *Schools who implement the STEM Academy courses will improve overall student Science, Technology, Engineering, and Mathematics (STEM) academic performance, experience increased enrollment by and retention of minority students (including females), and ultimately see an increase in the number of students advancing to postsecondary institutions.* The hypothesis will be tested in 21 LEAs in eight states, with 61,473 students participating in the STEM Academy program. The courses and unit design are flexible and fully customizable, allowing a school district to adapt the unit content to the academic level of the students and teachers' expertise. The STEM Academy Learning Management System (LMS) makes course content accessible to students anywhere there is a secure Internet connection, including via web-enabled handheld devices, and captures student outcomes for all participants. Through an evaluation plan incorporating both qualitative and quantitative measures, data will be collected and analyzed to determine the degree to which the STEM Academy modules are effective in increasing student achievement and motivation.

I urge you to give the application submitted by the STEM Academy and its partners full and fair consideration.

Sincerely,



Russell D. Feingold
United States Senator

RDF/jmb

○ 1600 ASPEN COMMONS
ROOM 100
MIDDLETON, WI 53562
(608) 828-1200
(608) 828-1215 (TDD)

○ 517 EAST WISCONSIN AVENUE
ROOM 405
MILWAUKEE, WI 53202
(414) 276-7282

○ 401 5TH STREET
ROOM 410
WAUSAU, WI 54403
(715) 848-5060

○ 425 STATE STREET
ROOM 225
LA CROSSE, WI 54601
(608) 782-5505

○ 1640 MAIN STREET
GREEN BAY, WI 54302
(920) 465-7508

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Steven L. Beshear
Governor



Terry Holliday, Ph.D.
Commissioner of Education

EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION

Capital Plaza Tower • 500 Mero Street • Frankfort Kentucky 40601
Phone: (502) 564-4770 • www.education.ky.gov

June 24, 2010

U.S. Department of Education, Oll
Attention: Thelma Leenhouts
400 Maryland Ave., S.W.
LBJ Building
Washington D.C. 20202

To whom it may concern:

As Commissioner of Education in Kentucky, I am pleased to write this letter of recommendation for the funding of the STEM Academy's i3 Development Project Grant Application titled "Providing Innovations That Improve Achievement for High-Need Students". The Bowling Green Independent School District in Bowling Green, Kentucky, is part of the consortium of 21 school districts that are partnering in this project to focus on enhancing and accelerating student learning and I strongly support their participation.

The goals of the project (compressing the achievement gap, providing high-quality implementation data and performance feedback and providing information that will lead to further development, replication or testing in other settings) are on target with Kentucky's focus to ensure that students are college- and career-ready. The curriculum meets the standards of nationally-recognized organizations and the objectives of raising student test scores, decreasing student absence rates, decreasing student discipline referrals and increasing teachers' confidence and proficiency in teaching knowledge and skills related to science, technology, engineering and math activities are particularly relevant to improving the performance of high-need students.

By having a Kentucky school participating in this project, potential exists for other districts across the state to learn from Bowling Green Independent's model and replicate it. The learnings from this model could prove to be valuable in many other situations due to the focus on improving student achievement in low-performing schools.

I strongly encourage the U. S. Department of Education to fund the STEM Academy i3 Development Project. Thank you for your careful consideration of their application.

Sincerely,

Terry Holliday, Ph.D.

TH:MAM:mam



SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · <http://www.k12.wa.us>

June 17, 2010

Thelma Leenhouts
U.S. Department of Education, OII
400 Maryland Ave., S.W., LBJ Building
Washington DC 20202

Dear Ms. Leenhouts:

Clover Park School District has joined a consortium including 21 districts nationwide to address the unique challenges of high-need students in rural and suburban settings through the implementation of an innovative and comprehensive curriculum provided by The STEM Academy. The STEM Academy, an IRS-approved 501(c)(3) non-profit has submitted an i3 Development Project Grant Application on behalf of Clover Park School District. Evidence can be provided that STEM Academy practices, strategies, and programming can improve rural student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, or improve teacher and principal effectiveness. This evidence can be provided through the combined use of the STEM Academy LMS data and reports and individual LEA data systems and reports.

Through the STEM Academy, Clover Park School District in Washington State is requesting i3 Development Project Grant funding to prepare students for postsecondary engineering education, internships, and career opportunities. Ultimately, the STEM Academy will create economic stimulus for Washington by assisting in the development of an innovative workforce of tomorrow.

The objectives of the initiative are to 1) raise student test scores, 2) decrease student absence rates, 3) decrease student discipline referrals, and 4) increase teachers confidence and proficiency in teaching knowledge and skills related to science, technology, engineering, and math activities. The project outcomes are to 1) implement an established, consistent curriculum, 2) use established assessments to obtain relevant data on student achievement and teacher professional development, 3) provide national dissemination of instruction strategies and materials in order to share successful strategies can be shared, built-out infrastructure that can support additional LEAs and student participants for scalability, and 4) an engineering pipeline that meets the demands of industry today and tomorrow for qualified professionals.

Washington has been a strong advocate of STEM education for many years and STEM is focused as a component of the state's recently submitted Race to the Top Round Two application. Accordingly, we fully support Clover Park School District's application through the STEM Academy application and are most eager to partner in the execution of its mission if it is awarded this grant.

Sincerely,

Randy I. Dorn
State Superintendent
of Public Instruction



South Carolina
Department of Education

Together, we can.

Jim Rex
Superintendent of Education

June 18, 2010

Thelma Leenhouts
U.S. Department of Education, OII
400 Maryland Ave., S.W., LBJ Building
Washington, DC 20202

The South Carolina Department of Education and the Office of Career and Technology Education support the STEM Academy's grant proposal to the U.S. Department of Education's Investment In Innovation (I3) grant program. We will partner with School District Five of Lexington and Richland Counties to provide the support to ensure the intended purposes of the grant will be met.

Our state has already embraced the implementation of many STEM Initiatives, and this project will increase additional opportunities for students to explore and prepare for other STEM Programs of Study.

We are excited to be a partner, and we fully endorse the proposal.

Sincerely,

Jim Rex
State Superintendent of Education

JR/jrc

Scott & Colleen Thomson <colleenscott@gmail.com>

re: STEM News

1 message

Russ Mickelson <russell.mickelson@stem101.org>
To: Scott & Colleen Thomson <colleenscott@gmail.com>

Thu, Aug 12, 2010 at 2:35 PM

Randy Dorn - State Superintendent of Public Instruction from Washington

Randy Dorn - State Superintendent of Public Instruction from Washington fully supports The STEM Academy I3 application. Evidence can be provided that The STEM Academy practices, strategies and programming can improve rural student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates and improve teacher effectiveness. This evidence can be provided through the combined use of The STEM Academy LMS data and reports and Washington school data systems.

Jim Rex - Superintendent of Education in South Carolina

Jim Rex - Superintendent of Education in South Carolina and the Office of Career and Technology Education pledge support of The STEM Academy grant proposal to the United States Department of Education Invest in Innovation (I3) grant program.

Terry Holliday - State Commissioner of Education in Kentucky

Terry Holliday - State Commissioner of Education in Kentucky submits letter of recommendation for funding The STEM Academy I3 grant application, "Providing Innovations That Improve Achievement for High-Need Students".

Senator Russell D. Feingold from Wisconsin

Senator Russell D. Feingold from Wisconsin pledges support for The STEM Academy I3 Innovation in Education Grant Application which will impact 12 local education agencies in Wisconsin. The project as put forth by The STEM Academy is designed to validate overall student improvement in Science, Technology, Engineering and Mathematics and increase enrollment and retention of minority students (including females).

The STEM Academy currently has received over 600 letters of intent to implement from rural, low-income and ethnically diverse schools throughout the country. We are accepting financial contributions from corporate sponsors, education philanthropic organizations and individuals as well as pursuing grant opportunities. If you would like to contribute or make a difference in your area please contact us.

<https://mail.google.com/mail/?ui=2&ik=22b6abf69e&view=pt&search=inbox&th=12a683...> 8/12/2010

Testimonials

Instructors:

MR. BRAME -
Millbrook High School, VA

In my Intro to Engineering class we began using the GEARs IDS kits as soon as we got them from teaching students the importance of inventory control and quality control with the interchangeable parts all the way to the fundamentals of mechanical design and remote control theory. With all the help and support from the GEARs company we are able to hold a robotics competition between groups much like the MIT challenge. These kits are very user friendly with all the documentation and challenge the students adequately to stir up the desire to continue in the study of robotics and the associated fields of electronics and mechanical design. These kits are GREAT!

KRYSTIN HOLMES, PH.D - Polymer Science Instructor -
Petal High School

I use Material Science in my classroom specifically for Polymers, Solids and Composite texts. I have found the comprehensive units and collection of lab experiments to be one of the best as an introduction to material science. I am a polymer science graduate from the University of Southern Mississippi, and the books that were used at the college level do not hold the attention of high school students, nor do they cover such a broad range of topics. The Energy Concepts material contains a host of demonstrations and labs that are ideal for our classroom, as we really stress hands-on experiences. I have also found that the curriculum content is easy for someone without a polymer background to understand.

TONY SVOZIL - Physics/Honors Engineering Physics -
Homewood-Flossmoor Community High School District #233

My comments on using GEARs Totally Trebuchet program in the Honors Engineering Physics at Homewood-Flossmoor High School. From an ease and flexibility of implementation, GEARs curriculum provides a considerable amount of teacher resources including, lesson plans, work sheets, and a trebuchet computer simulator. Given an excellent construction manual, the actual trebuchet assembles quite easily. The simulator affords students not only the opportunity to experience the world of computer simulation, but to engineer and test new design variations.

RICK STRID - Technology Education -
Fairfield Ludlowe High School, CT

In my first year teaching a high school robotics class I have found the materials and equipment provided by the GEARs IDS kits and the support provided by their staff to be superb. The included curriculum and instructional materials made easy for me, someone with only a basic knowledge of electronics and pneumatics, to plan out lessons and teach myself how to use the materials to build robotic systems. Any questions or concerns I had that I was unable to solve using the support materials included with the kits was expeditiously handled through e-mails or phone calls to GEARs .

KEVIN PACE - Electronics/Robotics Instructor -
Virginia Beach, Virginia

For the last 4 Years, our program has been utilizing your Invention and Design Gear system and I wanted to thank you for putting together a solid design platform that performs year after year. Until I discovered your system, I had not found any system that would allow the flexibility in Design I was looking for as well as the durability and engineering standards I required. This product has allowed our students to compete in numerous Robotics Contests, study engineering principles through hands-on application and build working mechanical models to simulate Real-life construction. Your website has also provided a plethora of resources for me as an instructor and is used widely by my students for reference material.

the **STEM** academy®

Testimonials

Students:

EMERY SANFORD -
University of California at Berkeley

The Principles of Engineering courses gave me a broad, interesting, and fun introduction to the field of Engineering. I entered as a junior with an interest in taking apart my dad's old typewriter and left as a senior to study mechanical engineering in California. Through hands on case studies like the super mileage vehicle, I decided whole-heartedly that I wanted to study and practice engineering at a professional level. I am able to relate what I learned in engineering at west high school to my college classes on a daily basis. Not one day goes by when I don't think of the real life projects that I worked on in POE as I learn theoretical engineering at the university level.

JARON BERMAN -
University of Wisconsin

Engineering program really is unique, one of the few courses I took that encouraged creativity. Our case studies were relevant to modern engineering problems, and I left the program with skills that helped prepare me for engineering school as well as summer opportunities."

MIKE KAHAN -
Massachusetts Institute of Technology (MIT)

I'll tell you, the HMV project has been the thing that I have gotten the most mileage out of (no pun intended) from high school. Every time I show people pictures of the cars and tell them about the project, I get reactions like "man, I wish I could have worked on something like that in high school." Coming from students and professors at MIT, and interviewers from companies like Cisco Systems, that's a pretty big compliment for that engineering program.

BRITTA MUELLER - Chemical Engineering -
Purdue University

Every day you hear about more and more kids that have already spent a semester or even a year studying engineering in college and then realized that it wasn't for them. That's what is so amazing about our engineering program. Not only do we learn the fundamentals of engineering and problem solving, we are able to decide if engineering is for us before we get to college. I will be forever grateful for what I learned inside and outside of the classroom from my instructor and my fellow classmates.

Nathan O'Leary-Roseberry -
University of Iowa

"I have enjoyed building things from a very young age. However, it was the classes at West that showed me how I could apply that to an engineering career. I took both engineering I and II along with architectural classes. The case studies opened my eyes to the different disciplines that were available to pursue. I chose civil, and more specifically transportation after the intersection study. I have worked the past three summers with the Wisconsin Department of Transportation, a job Mr. Gomez helped me to get, doing construction inspection including: asphalt and concrete pavement, curb and gutter, survey, and grading. I will be studying for a Masters in Urban and Regional Planning which will help me broaden my background. If it wasn't for the curriculum at West, I would have never realized my dreams to become an engineer."

ADAM STOWITTS - MAJOR:
Industrial Technology - Mechanical Design

This Program may have had one of the largest impacts on my life of any occurrence to date. Without it I know I wouldn't be headed in the professional direction I am today. The fun that I had, the things that I learned and the hours that I put in made me realize what I wanted to do with my career. Not only did it help me realize what it is that I wanted to do but it also gave me a head start with my personal as well as engineering skills. It taught me leadership, teamwork and diplomacy as well as rewarded me for my efforts. From the moment I began college up to today I have felt like I have had the advantage over most everyone else coming out of high school. It is a great program and I plan to support it myself any way that I can.

BRIAN MORGAN -
Sophomore at the University of Minnesota

I've learned more in this class than in any other single course; the mixture of critical thinking, designing, building, and fundraising is unique in allowing students to accomplish a challenging goal. In two years working on the Supermileage prototype, as well as other projects, I realized I've taken a lot from the experiences, and I've found that what I've taken has helped me gain a step in both college and the technical workplace."

the **STEM** academy®

PCS Edventures Announces Partnership With STEM Academy

BOISE, Idaho, Aug. 12 /PRNewswire-FirstCall/ -- PCS Edventures!.com, Inc. (OTC Bulletin Board: PCSV), a leading provider of K-16 educational programs utilizing hands-on manipulatives, computer technology and robotics that focus on Science, Technology, Engineering and Mathematics (STEM), today announced a partnership with STEM Academy to supply robotics materials and curriculum for 6th and 8th grades within schools in the STEM Academy network.

The STEM Academy is a new, national, non-profit organization dedicated to improving K-12 STEM literacy. The STEM Academy curriculum was collaboratively developed by K-12 teachers, university educators, industry partners, vendor partners such as PCS, and engineering and biomedical professionals, to deliver a powerful STEM learning experience to students. Through close educator collaboration, special consideration has also been made to ensure the engagement of the minority student population, a special focus of the STEM Academy solution. The STEM Academy network of schools launches this Fall, and its expansion will be determined by funding opportunities from state, federal, and private entities that align with the STEM Academy mission. Nearly 700 schools have already submitted letters of intent to join the STEM Academy network and are collaboratively seeking funding solutions with the STEM Academy.

PCS will provide robotics courseware and lab materials for STEM Academy students at the 6th and 8th grade levels, while providing teacher training and support as necessary for educators as they come online with the program. PCS content will be digitally enhanced and delivered through the STEM Academy Learning Management System (LMS), which has powerful tracking and assessment features to validate student outcomes. Performance data will be shared with PCS to facilitate ongoing improvements and enhancements to the PCS content.

Russ Mickelson, STEM Academy COO, said, "We selected PCS as our industry partner to supply robotics curriculum and materials due to the high quality of the curriculum we reviewed, the advanced and flexible nature of the PCS Brain, robotic controller, and the PCS Cortex -- the PCS progressive programming environment that is easily applied at all levels of the K-12 spectrum. STEM Academy is serious about providing the very best STEM solutions to our participating schools and we feel PCS is well ahead of others in the K-12 robotics education field."

Robert Grover, PCS President, said, "The STEM Academy represents a breath of fresh air for schools looking for a comprehensive K-12 solution. Their approach to digital content delivery, standards alignment, integration of hands-on activities, and systematic documentation of student outcomes is exactly the right approach. PCS is delighted to be a participating partner for their 6th and 8th grade solutions and looks forward to working directly with STEM Academy schools as they come online."

About the STEM Academy

The STEM Academy is a national, non-profit organization dedicated to improving STEM literacy for all students. The STEM Academy features K-12 curriculum that is rigorous, innovative and comprehensive and was collaboratively developed by K-12 teachers, university educators, industry partners,

engineering and biomedical professionals. K-12 curriculum is standard enough to assure high-quality content exchange and flexible enough to allow for school districts and states to modify to meet their particular needs. Curriculum culminates with students applying real-world application of their STEM education with hand-on activities and maps to the following national standards: International Technology Engineering Education Association - ITEEA; Accreditation Board for Engineering and Technology - ABET; National Science Teachers Association -NSTA; National Council of Teachers of Mathematics - NCTM.

About PCS Edventures!

PCS Edventures!.com, Inc. (PCS) designs and delivers educational products and services to the K-16 market that develop contemporary skills for the 21st century including critical thinking, problem solving, innovation, creativity, and communications. PCS programs emphasize hands-on experiences in Science, Technology, Engineering and Math (STEM) and have been deployed at over 6,000 sites in all 50 United States and 17 foreign countries. Additional information is available on the Internet at <http://www.edventures.com>.

PCS Edventures is headquartered in Boise, Idaho, and its common stock is listed on the OTC Bulletin Board under the symbol "PCSV".

North Idaho STEM Charter Academy expected enrollment and growth (maximum numbers per grade)

Appendix R Expected Enrollment and Growth Table

<u>Year:</u>	<u>Fall-2012</u>	<u>Fall-2013</u>	<u>Fall-2014</u>	<u>Fall-2015</u>	<u>Fall-2016</u>	<u>Fall-2017</u>	<u>Fall-2018</u>	<u>Fall-2019</u>	<u>Fall-2020</u>	<u>Fall-2021</u>	<u>Fall-2022</u>
<u>Grade</u>											
K (half-day)	22	22	22	22	22	22	22	22	22	22	22
K (half-day)	22	22	22	22	22	22	22	22	22	22	22
1 st	22	22	22	22	22	22	22	22	22	22	22
1 st		22	22	22	22	22	22	22	22	22	22
2 nd	24	24	24	24	24	24	24	24	24	24	24
2 nd			24	24	24	24	24	24	24	24	24
3 rd	26	26	26	26	26	26	26	26	26	26	26
3 rd		26	26	26	26	26	26	26	26	26	26
4 th	28	28	28	28	28	28	28	28	28	28	28
4 th			28	28	28	28	28	28	28	28	28
5 th	30	30	30	30	30	30	30	30	30	30	30
5 th				30	30	30	30	30	30	30	30
6 th	30	30	30	30	30	30	30	30	30	30	30
6 th					30	30	30	30	30	30	30
7 th	30	30	30	30	30	30	30	30	30	30	30
7 th						30	30	30	30	30	30
8 th	30	30	30	30	30	30	30	30	30	30	30
8 th							30	30	30	30	30
9 th			30	30	30	30	30	60	60	60	60
10 th				30	30	30	30	30	60	60	60
11 th					30	30	30	30	30	60	60
12 th						30	30	30	30	30	60
Total per year	264	312	394	454	514	574	604	634	664	694	724

APPENDIX S – “SAMPLE” FOUR YEAR LEARNING PLAN

Name: _____ Grade: ____ Date: _____ 60 hours of instruction = 1 semester credit

FRESHMAN					
1 st Semester			2 nd Semester		
Subject	Class Title	ISEE	Subject	Class Title	Credit/grade
English	English 9 (IDLA)	01001	English	English 9 (IDLA)	01001
Math	Geometry (I-DEA)	02072	Math	Geometry (I-DEA)	02072
Lab Science	Earth Science (I-DEA)	03001	Lab Science	Earth Science (I-DEA)	03001
U.S. History	US History(STEM)	04101	U.S. History	US History(STEM)	04101
Elective	Robotics(STEM)	21009	Elective	Lifetime Fitness I (STEM)	
Humanities	Band or Choir(STEM)	05101/05111	Humanities	Band or Choir(STEM)	05101/05111
SOPHOMORE					
1 st Semester			2 nd Semester		
Subject	Class Title	ISEE	Subject	Class Title	ISEE
English	English 10 (IDLA)	01002	English	English 10 (IDLA)	01002
Lab Science	Biology (I-DEA)	03051	Lab Science	Biology (I-DEA)	03051
Math	Algebra 2 (I-DEA)	02056	Math	Algebra 2 (I-DEA)	02056
Elective	Survey of Engineering (STEM)	04201	Economics	Survey of Engineering (STEM)	04201
Elective	Robotics (STEM)	21009	Elective	Lifetime Fitness II (STEM)	05117
Humanities	Band or Choir(STEM)	05101/05111	Humanities	Band or Choir(STEM)	05101/05111
JUNIOR					
1 st Semester			2 nd Semester		
Subject	Class Title	Credit/grade	Subject	Class Title	Credit/grade
English	English 11 (STEM)	01003	English	English 11 (STEM)	01003
Science	Chemistry or Environmental Sci (I-DEA)		Science	Chemistry or Environmental Sci (I-DEA)	
Elective	Pre-Calculus or other Math (IDLA)		Elective (Math)	Algebra 2, Pre-Calculus or other (IDLA)	
Elective	SAT Review (I-DEA)		Elective	Public Speaking(I-DEA or IDLA)	
Humanities	Band/Choir (STEM)		Humanities	Band/Choir (STEM)	
Government	American Government (STEM)		Government	American Government (STEM)	
SENIOR					
1 st Semester			2 nd Semester		
Subject	Class Title	Credit/grade	Subject	Class Title	Credit/grade
English	English 12(STEM)	01004	English	English 12(STEM)	01004
Math (Required)	Personal Finance or other math(IDLA)		Math (Required)	Personal Finance or other math(IDLA)	
Senior Project (Required)	Senior Project(STEM)		Elective	Elective (STEM)	
Elective	Intro to Engineering (STEM)		Elective	Contemporary World Issues (STEM)	
Health	Health(IDLA)		Elective	Elective(IDLA)	
Elective	Elective(STEM)		Elective	Elective(STEM)	

Total = 46

Subject	Required	Completed
Science (4 lab credits)	6	
Algebra I	2	
Geometry	2	
Math (during 12 th gr.)	2	

Subject	Required	Completed
Humanities	2	
Health	1	
English	8	
Speech	1	

Subject	Required	Completed
Government	2	
Economics	1	
US History	2	
Senior Project	1	

PE	2				Electives	15	
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Appendix T – “Sample” FOUR YEAR PLAN HIGH SCHOOL DUAL ENROLLMENT

Name: _____ Grade: ____ Date: _____ 60 hours of instruction = 1 semester credit

FRESHMAN: Entering with Algebra I, Health, and at least one elective credit

1 st Semester			2 nd Semester		
Subject	Class Title	ISEE	Subject	Class Title	Credit/grade
English	English 9 (IDLA)	01001	English	English 9 (IDLA)	01001
Math	Geometry (I-DEA)	02072	Math	Geometry (I-DEA)	02072
Lab Science	Earth Science (I-DEA)	03001	Lab Science	Earth Science (I-DEA)	03001
U.S. History	US History(STEM)	04101	U.S. History	US History(STEM)	04101
Elective	Robotics(STEM)	21009	Elective	Lifetime Fitness I (STEM)	
Humanities	Band or Choir(STEM)	05101/05111	Humanities	Band or Choir(STEM)	05101/05111
8in6	Lifetime Fitness II (IDLA)		8in6	Pathways to Success (IDLA)	

SOPHOMORE *8in6 students take English 10A(IDLA) over the summer

1 st Semester			2 nd Semester		
Subject	Class Title	ISEE	Subject	Class Title	ISEE
English	English 10 (IDLA)	01002	English	English 11 (IDLA)	01002
Lab Science	Biology (I-DEA)	03051	Lab Science	Biology (I-DEA)	03051
Math	Algebra 2 (I-DEA)	02056	Math	Algebra 2 (I-DEA)	02056
Elective	Survey of Engineering (STEM)	04201	Economics	Survey of Engineering(STEM)	04201
Elective	Robotics (STEM)	21009	Elective	Lifetime Fitness II (STEM)	05117
Humanities	Band or Choir(STEM)	05101/05111	Humanities	Band or Choir(STEM)	05101/05111
8in6	DC College Study Skills (NIC)		8in6	COMM101: Public Speaking (NIC)	

JUNIOR *8in6 take English 11B (IDLA) over the summer

1 st Semester			2 nd Semester		
Subject	Class Title	Credit/grade	Subject	Class Title	Credit/grade
English	ENGL101 (NIC)		English	ENGL102 (NIC)	
Science	BIOL101 (NIC)		Science	MATH 143 or 144(NIC)	
Elective	MATH108 or 143 (NIC)		Science	DC Lab Science (NIC)	
Elective	SAT Review (I-DEA)		Elective	DC Elective (NIC)	
Humanities	PSYC101 (NIC)		Elective	DC Elective (NIC)	
Government	American Government (STEM)		Government	POLS101 (NIC)	

SENIOR

1 st Semester			2 nd Semester		
Subject	Class Title	Credit/grade	Subject	Class Title	Credit/grade
Elective	DC ENGL175 (NIC)		Elective	DC Elective (NIC)	01004
Math (Required)	DC Math or Personal Finance(IDLA)		Math (Required)	DC Math or Personal Finance(IDLA)	
Senior Project (Required)	Senior Project(STEM)			DC Elective (NIC)	
Elective	DC Humanities (NIC)		Elective	DC Elective (NIC)	
Elective	DC Lab Science (NIC)		Elective	DC Elective (NIC)	
Elective	DC Elective (NIC)		Elective	DC Elective (NIC)	

Career Goal: _____
Apprentice Workforce

Post-secondary Goal: College Technical School

Total = 46										
Subject	Required	Completed		Subject	Required	Completed		Subject	Required	Completed
Science (4 lab credits)	6			Humanities	2			Government	2	
Algebra I	2			Health	1			Economics	1	
Geometry	2			English	8			US History	2	
Math (during 12 th gr.)	2			Speech	1			Senior Project	1	
PE	2							Electives	15	