



North Star Charter School

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

Established 2003

Primary Attendance Area is within the Meridian School District #2

Approved for Authorization Transfer by the
Public Charter School Commission on October 9, 2014

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

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Tab 1:

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

EXECUTIVE SUMMARY

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

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

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

VISION STATEMENT

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

This vision guides North Star Charter School to:

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

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

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

MISSION STATEMENT

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

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

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

LEGISLATIVE INTENT

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

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

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

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

ARTICLES OF INCORPORATION

Included in Appendix A

BY-LAWS

Included in Appendix B

Tab 2:

Operation and Potential Effects of the Public Charter School

LEGAL STATUS

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

FACILITIES

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

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

ENROLLMENT

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

POTENTIAL IMPACT ON LOCAL SCHOOL DISTRICTS

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

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

PRIMARY ATTENDANCE AREA

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

ADMINISTRATIVE SERVICES

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

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

POTENTIAL CIVIL LIABILITY AND INSURANCE COVERAGE

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

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

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

Tab 3: Educational Programs and Goals

DEFINING AN EDUCATED PERSON

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

WHEN LEARNING BEST OCCURS

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

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

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

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

EDUCATIONAL PROGRAM

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

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

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

Program Goals

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

Our students will learn to:

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

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

The Elementary Program (K-5)

Methodology

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

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

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

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

Instruction Methods

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

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

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

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

Curriculum

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

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

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

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

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

Language Arts

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

Social Studies, Business and Economics

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

Science

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

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

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

Physical Education

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

Mathematics

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

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

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

Music/Arts

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

American History

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

Technology

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

The Secondary Program (6-12)

Small Secondary School

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

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

Secondary Methodology

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

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

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

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

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

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

⁷ www.gatesfoundation.org

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

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

Grade 6-10 Curriculum

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

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

English

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

Foreign Language

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

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

Social Studies

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

Science

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

Mathematics

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

The Arts

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

Business and Economics

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

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

Grade 11-12 Curriculum

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

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

The IB Diploma Program provides students with:

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



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

IB Diploma Program Curriculum: Core Elements

The core of the curriculum model consists of three elements:

Element 1- Extended essay

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

Element 2--Theory of knowledge (TOK)

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

Element 3—CAS

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

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

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

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

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

Diploma Program Subject Groups

Group 1: Studies in language and literature

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

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

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

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

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

Group 2: Language acquisition

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

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

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

Group 3: Individuals and societies

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

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

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

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

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

Group 4: Sciences

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

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

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

Group 5: Mathematics

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

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

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

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

Group 6: The arts

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

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

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

NORTH STAR'S CHARACTER PROGRAM

NSCS emphasizes the ongoing development of the whole person.

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

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

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

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

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

Character and Leadership Development

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

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

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

Character Counts

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

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

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

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

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

OUR CHARACTER COUNTS PROGRAM *

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

The IB Learner Profile

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

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

IB learners strive to be:

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

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

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

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

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

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

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

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

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

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

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

Service¹⁴

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

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

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

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

Physical Wellness

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

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

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

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

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

THOROUGHNESS STANDARDS (IDAHO CODE 33-1612)

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

STANDARD A

A safe environment conducive to learning is provided.

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

Objectives: NSCS will:

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

STANDARD B

Educators are empowered to maintain classroom discipline.

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

Objectives: NSCS will:

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

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

STANDARD C

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

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

Objectives: NSCS will:

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

STANDARD D

The skills necessary to communicate effectively are taught.

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

Objectives: NSCS will:

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

STANDARD E

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

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

Objectives: NSCS will:

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

STANDARD F

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

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

Objectives: NSCS will:

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

STANDARD G

The students are introduced to current technology.

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

Objectives: NSCS will:

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

STANDARD H

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

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

Objectives: NSCS will:

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

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

GRADUATION REQUIREMENTS

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

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

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

SPECIAL EDUCATION SERVICES

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

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

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

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

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

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

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

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

Individual Education Plans

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

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

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

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

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

Nondiscriminatory Enrollment Procedures

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

LRE Requirements

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

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

DUAL ENROLLMENT

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

Tab 4

Measurable standards, Accreditation and Accountability

MEASURABLE STANDARDS

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

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

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

Methods of Measuring Student Progress

1. NSCS will run an enrollment report to determine which 3rd graders have been attending NSCS for two or more consecutive years and compare the IRI results to find the percentage of students that have obtained a score of 3.
2. NSCS will utilize the Idaho Go-On rates¹⁵ calculated by the National Student Clearinghouse Research Center¹⁶ to determine the percentage of students that graduate NSCS and enroll in post-secondary education. Post-secondary education is defined as attendance at a 2 or 4 year college, university or vocational/ trade program. NSCS's goal of 75% or more students attending a post-secondary program within 16 months is representative of the data collection procedures used by the National Student Clearinghouse Research Center. In setting this goal's target percentage, NSCS took into account that the small school concept's graduating classes are smaller in size and that some students at NSCS will choose to pursue a religion-based mission before continuing onto post-secondary educational opportunities. All data will be evaluated by graduating class with no intermixing of other graduating classes (example: when looking at the 2013

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

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

graduates 16 months after their graduation, there would be no inclusion of any data from the 2014 graduates in the analysis).

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

Annual Reporting of MSES

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

STANDARDIZED TESTS

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

ACCREDITATION

NSCS is currently accredited for grades K through 12 by The Northwest Accreditation Commission. NSCS will renew accreditation every 5 years as required by the Northwest Accreditation Commission. The requirements used by the AdvancED Accreditation Commission are research-based standards to not only evaluate NSCS's organizational effectiveness, but also its K-12 programs, school wide culture, and satisfaction of our stakeholders. The five standards- Purpose and Direction, Governance and Leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous

Improvement, provide the framework for NSCS to continually monitor our effectiveness. It is our belief that using this set of research-based standards can provide focus and help NSCS leadership and stakeholders continue to provide a quality education for NSCS students.

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

Please see Appendix K for the External Accreditation Review Report.

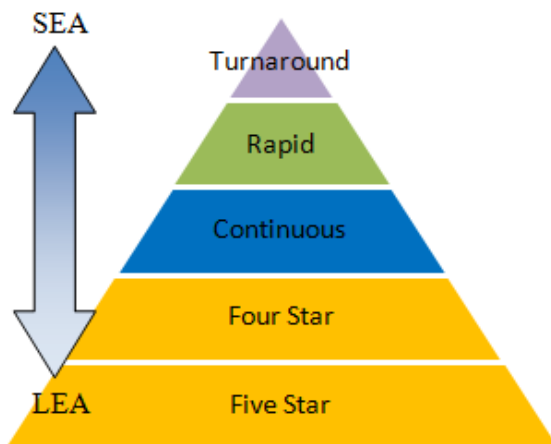
ACCOUNTABILITY AND SCHOOL IMPROVEMENT

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Tab 5

Governance Structure, Parental Involvement, Audits

GOVERNANCE STRUCTURE

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

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

The Board of Directors seats are as follows:

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

Current board members and their resumes are in Appendix E.

Powers and Limitations

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

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

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

Board of Director's Responsibilities

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

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

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

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

Selection and Replacement

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

Recruiting Board Members

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

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

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

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

Board Training and Evaluation

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

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

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

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

Ethical Standards

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

Relationship between the Board of Directors and School Administration

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

Board of Directors

The Board of Directors is responsible:

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

Elementary and Secondary Administrators

The Elementary and Secondary Administrators works under the direction of the Board of Directors and are empowered to provide educational direction, administration, and on-site day-to-day operation of the elementary and secondary schools, respectively, as well as certain decisions concerning but not limited to:

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

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

Academic Administrator

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

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

Finance Administrator

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

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

- Insurance
- Benefits
- Facilities management

Administrative Assistant(s)

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

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

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

PARENTAL INVOLVEMENT

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

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

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

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

AUDITS/FINANCIAL REPORTING

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

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

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

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

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

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

TAB 6:

Employee Requirements, Health and Safety, Student Discipline

EMPLOYEE QUALIFICATIONS

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

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

BACKGROUND CHECKS

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

PROFESSIONAL DEVELOPMENT

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

HEALTH AND SAFETY PROCEDURES

NSCS complies with the following health and safety procedures:

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

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

CLASSROOM MANAGEMENT

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

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

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

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

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

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

STUDENT DISCIPLINE

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

Discipline Steps

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

Level One

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

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

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

Level Two

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

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

Level Three

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

Readmission

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

Zero Tolerance

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

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

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

Alcohol, Drugs and Tobacco

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

Bullying/Harassment

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

Notification of Law Enforcement

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

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

Suicide Prevention

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

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

Disaster Preparedness

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

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

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

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

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

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

EMPLOYEE: BENEFITS, STATUS, CONTRACTS

Benefits

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

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

Transfer Rights of Employees

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

Collective Bargaining

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

Written contracts

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

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

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

TAB 7:

Admissions, Enrollment, Student Policies

ENROLLMENT

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

ENROLLMENT OPPORTUNITIES

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

ADMISSION PROCEDURES

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

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

NSCS has identified the following admission procedures:

Requests for Admission

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

Lottery Process

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

Priority of Preferences for Future Enrollment Periods

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

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

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

Wait List

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

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

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

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

DENIAL OF ATTENDANCE

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

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

STUDENT/PARENT HANDBOOK

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

See Appendix L for the student/parent handbook.

TAB 8: Business Plan, Transportation, Nutrition

BUSINESS DESCRIPTION

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

MARKETING PLAN

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

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

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

MANAGEMENT PLAN

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

FINANCIAL PLAN

Budget

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

Financial Management

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

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

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

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

Short-term and Long-term Budgets

Budget assumptions are in Appendix P.

Current year budget is in Appendix Q.

Three year budget forecast is in Appendix R.

Income Sources

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

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

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

Operating Expenditures

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

Non-Operating Expenditures

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

Payroll

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

Assets and Working Capital

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

Cash Flow

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

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

Debt

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

TRANSPORTATION

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

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

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

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

NUTRITION

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

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

TAB 9:

Virtual Schools and Online Programs

NOT APPLICABLE TO NORTH STAR CHARTER, AT THIS TIME

TAB 10:

Business Arrangements, Community Involvement, School Closures

BUSINESS ARRANGEMENTS

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

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

Community Partners consist of:

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

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

TERMINATION/CLOSURE PLAN

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

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

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

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

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

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

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

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