



The Charter

Table of Contents

	Page
Mission Statement	3
Vision	4
Philosophy of Education	5
Foundational Values	6-7
Code Compliance	8-17
Signature Page	18

Mission Statement

Coeur d'Alene Charter Academy is dedicated to providing a rigorous, content-rich, college preparatory education for any students who are willing to accept the challenge.

Vision

Coeur d'Alene Charter Academy exists in order to promote and implement academic excellence in our student body. Further, we seek to ensure that our graduates are knowledgeable and proficient users of language so that they may: succeed in school, participate in our democracy, find challenging and rewarding work, appreciate and contribute to our culture, and pursue their own goals and interests as independent learners throughout their lives. Included in this vision are the following broad educational goals and objectives:

1. To refine our students' academic skills including reading, writing, speaking, and thinking and to advance their knowledge of the major disciplines of language arts, mathematics, science, and history.
2. To learn the traditions and values of past and present civilizations.
3. To gain an appreciation of the fine arts of music, art and drama.

Philosophy of Education

However different the experiences of men, they are connected by a common link. They are animated by an inner drive that contends against the outside world for meaning. They share a common destiny called by the French philosophers the human condition. The mutuality of this condition forms on all our lips the same great questions of life; universal questions about the existence and nature of truth, the essence of beauty, or the search for justice. Education, at its best, informs us of the history of that search for answers by our fellow men, examines their current status, and inspires us to set out once again on the road to that place where answers can be found. According to Elie Wiesel, it is the questions that unite us and it is the answers that divide us. The answers or ideas that we find have the power to shape the very reality we experience. Ideas form the Zeitgeist of our times because ideas have consequences. Who will argue that the ideas of Darwin or Marx, Freud or Einstein have had little effect on the twentieth century?

The answers to the great questions of life do more than just color the world, they establish it. If this is true, those who teach take upon themselves the obligation of historical awareness. Each discipline in the academic world is built upon the ideas of those who asked the same old questions in a new way or replied to those questions with answers that disturbed their fellow creatures to such an extent, that a dialog was required. For the western world, that dialog can be characterized by the conflict of opinion in debate. The educational philosophy of Coeur d'Alene Charter Academy centers on attempting to stimulate in our student body a respect for that debate. The conflict is what Walter Lippmann called the "Indispensable Opposition." To respect another human being involves taking his or her ideas seriously enough to argue the point. Implied in this debate are most of the academic qualities inherent in the tradition of scholarship stretching back to the ancients. It is a tradition that values a thorough and detailed knowledge of the best that has been thought and said on a subject, a discernment of the crucial tenets of a position, honesty, craftsmanship and precision with language. These abilities are the necessary tools of the would-be scholar. Students who emerge from our classes with these skills are ready to take their place at the banquet table of ideas that is set by a free society.

Education seeks to enlarge, enrich and complicate our understanding of things. Good education is much more an art than a science; it mysteriously transmits a love of the subject being taught. A natural passion for understanding some aspect of human experience or imagination is the rightful inheritance of our students. That academic inheritance is a legacy of thought that is passed from one generation to another by dedicated teachers. Most of us have had the good fortune to sit under such teachers. The intellectual excitement of learning corresponds to the difficulty of the question being considered. Easy answers will not do; as challenge is inherently linked to achievement. A campus where ideas are truly valued and the conflict of opinion in debate is not only encouraged but celebrated invigorates people. A school that can frame the forum for the debate of ideas without the animosity that so easily shuts off the dialog has captured the idea of the British Parliament or the American Senate. Such a school ascends to its proper place in the long human tradition of academic scholarship. Such a tradition is the unique privilege of free men; men who are united in their pursuit of truth, perhaps divided by their conclusions, yet committed to the process of understanding their own diversity.

~ *By Dr. William Proser, Academy Founder*

Foundational Values

The Charter Academy was founded to prepare students for success in post-high school life, regardless of their choice of occupation. Our mission statement is clear: “rigorous, content-rich college preparatory education for any students who are willing to accept the challenge.” The following list represents the non-negotiable core values of the Academy, which are necessary for achieving our mission. Compromising these values will weaken the institution.

School of Choice-Unlike ordinary public schools, the Academy is a school students and parents choose to attend. This choice involves an acceptance of the school mission and goals and an agreement to support them.

Academics First-The Academy is unapologetically an academic institution first. We acknowledge, however, that many top colleges expect students to participate in activities outside of the classroom. We wish for our students to be successful in areas other than academics, but require that every student who wishes to represent our school in sports, forensics, or any other endeavor first be a student in good standing. Our athletes, debaters, and performers must be scholar-athletes, scholar-debaters, and scholar-performers. We will prepare all of our students for enrollment and success in institutions of higher education.

Academic Rigor-The Academy was founded *specifically* to combat the increasing problems of grade inflation and lowering standards. We flatly reject the practice of grading based on perceived effort, instead focusing on real accomplishment and demonstrated mastery of subject matter measured against a high, objective standard. Students can expect challenging coursework and a demanding workload focusing on both core knowledge and higher-order reasoning skills. These demands will require an exceptional work ethic on the part of the student. The student who perseveres will realize true self-esteem and succeed in the difficulties sure to occur in adult life.

Accountability-Students at the Academy are required to perform work of the highest caliber. The teaching staff is likewise required to do their work at the highest professional level. Anything less than full effort and outstanding performance on the part of the students will lead to lack of success, and anything less on the part of the teaching staff will require improvement or replacement.

Excellence in Instruction-The Academy hires teachers as experts in their fields. Administration and teachers have control over curriculum decisions. Teachers control instructional methods, as long as they are in compliance with established standards and policies of the school, and as long as they are successful in imparting the highest degree of knowledge to capable students.

Discipline and Respect-Faculty and administration provide a safe, secure, positive environment where students can flourish. We care enough about students to communicate frankly with parents, require attendance, and hold students accountable. The Academy is proud to be recognized as a school that does not allow misbehavior. Academy students will respect peers and adults, and will exercise self-discipline. Students who refuse to follow basic Academy rules will receive penalties to discourage noncompliance and to place focus back on education. Although not a specific course offering, character development is a part of every class at the Academy. In turn, teachers respect students and their parents enough to provide clear expectations and useful feedback on student performance.

Uniforms-The Academy uniform is essential to the atmosphere of academic excellence we wish to achieve. By accepting admission to the Academy, a student and his or her parents agree to know and conform to the uniform policy. Refusal to conform to the uniform policy constitutes rejection of Academy standards.

We believe that these are the defining elements of the Charter Academy. Failure to maintain these ideals is a failure to pursue our mission.

Code Compliance

In accordance with Idaho State Code, Section 6, paragraph 3 and paragraph 4:

3 A – Educational Program:

To be educated in the twenty-first century means to have an informed knowledge of the past and to be able to read and reflect on the best that has been written and said about the most important subjects. It implies the ability to express oneself through the written word with clarity and precision and to manipulate the languages of science and mathematics with reliability and validity. An educated person can both apply reason to current problems and recognize its limits. An educated person has at his disposal a broad array of important factual and conceptual knowledge as well as the skills to implement that knowledge successfully. Therefore, the academy will offer a curriculum that includes a clear and specific core of important knowledge, concepts and skills that all students need to learn. This knowledge will facilitate learning in a full range of disciplines, including the humanities, mathematics, science, music, and the arts.

3 B – Student Educational Standards:

The Coeur d'Alene Charter Academy will develop educational standards that insure our alumni both obtain and apply the knowledge and skills necessary to compete successfully. The Academy will maintain standards that exceed the Idaho state requirements at all levels as we seek to graduate literate, responsible citizens who can contribute to their families and communities. Students shall advance based on their mastery of the curriculum. Frequent and regular assessment tools will monitor and report progress, and guide and improve instruction. The assessment used will express clearly the quality of student work and certify that students are meeting standards. Coeur d'Alene Charter Academy shall fulfill the requirements of IC 33-1612 by a thorough, consistent, rigorous application of its curriculum. It is the goal of the Academy to provide a college prep education that meets or exceeds the program of the finest prep schools in the nation.

3 C – Measurement of Student Progress Toward Standards:

The Idaho State Achievement Standards represent the minimum standards all students at the Academy will achieve in order to graduate. Student progress in meeting the state achievement standards will be measured with the ISAT or any other examination officially required by the State or federal government of all other public school students.

3 D – Standardized Testing:

The Academy will administer all State required standardized tests.

The Academy reserves the right to measure student progress with other standardized testing instruments.

3 E – Accreditation:

The Coeur d'Alene Charter Academy shall maintain accreditation at all times by conforming to state accreditation requirements.

3 F – Governance:

The Coeur d'Alene Charter Academy gets its authority to operate from the Board of Trustees of School District #271. This Charter establishes that authority.

The Coeur d'Alene Charter Academy will remain incorporated under the Idaho code for the not-for-profit corporations. The Articles of Incorporation are registered with the Secretary of the State of Idaho according to law. The duration of the incorporation will be perpetual.

The Articles of Incorporation presently in force are the original Articles of Incorporation dated August 11, 1998.

The Articles of Incorporation will not be changed, amended, renewed or repealed without the full knowledge of the Board of Trustees of District #271. It shall be the responsibility of the President of the Corporation to inform the Chairman of the Board of Trustees of any changes in the status of the Articles of Incorporation.

3 G – Certified Staff:

Employment practices shall be governed by the relevant laws of the State of Idaho. These laws include, but are not limited to Idaho Code Sections 33-513 through 33-518, and sections 33-130, and 33-5205 (3) (g) as those sections are now enacted and as they may hereinafter be amended, and the current and future rules of the State Board of Education specifically pertaining to public charter schools.

These practices include but are not limited to hiring, dismissal, contracts, grievance procedures, certification, criminal history check, and personnel records.

Coeur d'Alene Charter Academy will not discriminate on the basis of any criteria prohibited in federal and state mandates.

3 H – Health & Safety of Students:

The Charter Academy buildings will be inspected as provided in the Idaho Uniform School Safety Codes (ref. IC Title 39 chapter 80). Following an annual inspection, the charter school shall within 30 days, (1) correct any deficiencies in the inspection report, or (2), if the corrective action requires structural modification, file a written plan with the inspecting agency for the correction at the beginning of the following school year. Coeur d'Alene Charter Academy will comply with all applicable provisions and procedures as outlined in Idaho Code for the health and safety of its staff and student body. The general safety and health standards as outlined under the provisions of the educational occupancies guidelines furnished by the State Department of Education shall apply. The school shall

insure services are provided for adequate record keeping of immunization and health-related services.

3 I – Admission Procedures:

Full-time Students: The Academy does not discriminate against students of a particular race, color, national origin, sex or disability* and will abide by the following admission guidelines for full-time students. Full-time students are those who take a minimum of four classes per semester at the Academy.

1. The board establishes total number of students per each grade level.
2. Children of Academy founders, and full-time returning students and their siblings seeking full-time enrollment will be accommodated provided returning students complete course registration forms by the deadline indicated and founders' children and siblings of returning students apply by the second Friday in March.
3. Applicants in district 271 shall be given priority, followed by applicants outside district 271 but within Kootenai County, followed by applicants residing outside Kootenai County. At the close of the enrollment period (the second Friday in March), where the number of applicants residing within district 271 exceeds the number of openings for a particular grade level, only those applicants within district 271 will be entered into a lottery. Those applicants in the lottery who were not admitted will be placed on a waiting list in the order that their names were drawn from the lottery. Applicants who applied within the enrollment period who live outside district 271 but within Kootenai County will then have their names put into a lottery and placed on the waiting list in the order that their names are drawn. Following this, all other applicants who applied within the enrollment period will have their names put into a lottery and will be placed on the waiting list in the order that their names are drawn. Thereafter, all students who apply after the second Friday in March will be placed on the waiting list based on the date and time the application is received, regardless of the student's area of residence.
4. Full-time applicants will take priority over part-time applicants (those requesting fewer than four classes per semester at the Academy) for admission purposes.
5. Siblings of newly accepted full-time students who are seeking full-time enrollment will be accommodated provided applications were received by the second Friday in March.
6. In addition to submitting an application and as part of the application process, a parent is required to meet with the Academy's principal or designee to discuss the school's mission and expectations. This meeting must take place before an accepted student can complete the registration process.
7. The enrollment period for the upcoming academic year will be announced in local newspapers, on the Academy web site, and in the Academy newsletter as appropriate.

8. All applicants will be notified by mail regarding acceptance. Enrollment procedures and forms must be completed by the date specified in the acceptance letter or the applicant will lose his/her space, allowing an opening for the next person on the waiting list. If a new student is unable to attend school within a specified number of days from the start of the year/semester for which he/she was accepted, admission will be denied and the student will need to reapply for a future opening.

*The Coeur d'Alene Charter Academy does not discriminate on the basis of disability in our admission policy, or in providing access to programs or activities to students who, with or without special education or related aids and services, are able to meet the essential standards of the Academy. Students receiving special education services through IDEA or section 504 accommodations will be held to the same academic and discipline standards as other students within the scope of the applicable federal and state laws.

Part-time Students: The Academy does not discriminate against students of a particular race, color, national origin, sex or disability* and will abide by the following admission guidelines for part-time applicants. Part-time enrolled students are those who take less than four classes per semester at the Academy.

1. Even after a grade level has reached its allotted number, a student applying for part-time enrollment in that grade can be enrolled in one or more classes depending on space available (e.g. band could accommodate a larger number of part-time enrolled students than other classes).
2. At the close of the enrollment period (no later than three weeks before the start of school), where the number of part-time applicants exceeds the number of openings for a particular grade level and/or course, a lottery will be conducted and a separate waiting list will be maintained. Applicants in district 271 shall be given priority, followed by applicants outside district 271 but within Kootenai County, followed by applicants residing outside Kootenai County. At the close of the enrollment period, where the number of applicants residing within district 271 exceeds the number of openings for a particular grade level and/or course, only those applicants within district 271 will be entered into a lottery. Those applicants in the lottery who were not admitted will be placed on a waiting list in the order that their names were drawn from the lottery. Applicants who applied within the enrollment period who live outside district 271 but within Kootenai County will then have their names put into a lottery and placed on the waiting list in the order that their names are drawn. Following this, all other applicants who applied within the enrollment period will have their names put into a lottery and be placed on the waiting list in the order that their names are drawn. Thereafter, all students who apply after the enrollment period has closed will be placed on the waiting list based on the date and time the application is received, regardless of the student's area of residence.
3. Student's entering the Academy as part-time do not fall under the priority enrollment for the following year. A new application needs to be completed each year and will be processed as indicated above.
4. In addition to submitting an application and as part of the application process, a parent is required to meet with the Academy's principal to discuss the school's mission and

expectations. This meeting must take place before an accepted student can complete the registration process.

5. The enrollment period for the upcoming academic year will be announced in local newspapers and the Academy newsletter as appropriate.
6. All applicants will be notified by mail regarding acceptance.

*The Coeur d'Alene Charter Academy does not discriminate on the basis of disability in our admission policy, or in providing access to programs or activities to students who, with or without special education or related aids and services, are able to meet the essential standards of the Academy. Students receiving special education services through IDEA or section 504 accommodations will be held to the same academic and discipline standards as other students within the scope of the applicable federal and state laws.

Exchange Students: The Coeur d'Alene Charter Academy will accept exchange students based on the following:

1. In order to place an exchange student at the Coeur d'Alene Charter Academy, an agency must be listed in the most current Council on Standards for International Educational Travel Advisory List (CSIET).
2. All exchange students will be enrolled as 11th grade students and are expected to attend the Academy for the entire school year.
3. No more than four (4) exchange students will be accepted each year. The four openings provided for exchange students will be in addition to the Board-approved enrollment numbers for the 11th grade and as such will not reduce the number of 11th grade openings.
4. No more than one exchange student will be accepted per country, per year, unless the four spots reserved for exchange students have not been filled by June 1.

Application and Acceptance

The local representative of a sponsoring agency shall submit a written request for an exchange student opening by the second Friday in March. No more than one spot may be requested per agency until after the second Friday in March. If more than four agencies are vying for the exchange spots available, a lottery will be conducted and a waiting list initiated. If openings remain after the second Friday in March, a local representative may submit a request for an additional exchange spot and these will be granted on a first come first served basis. Once the four spots have been reserved, any additional requests will be placed on a waiting list based on the date and time the request is received.

If an agency is not able to use its placement slot, the local representative should contact the Academy as soon as possible.

All local representatives who applied for exchange spots will be notified after the second Friday in March as to whether or not they have secured a placement spot. Once secured, the local representative has until June 1 to submit an application on behalf of the exchange student and meet the requirements as outlined below.

If the local representative fails to provide the information required by June 1, the spot will be awarded to the next agency on the waiting list. In the absence of a waiting list, applications will be accepted on a first come, first served basis, regardless of a student's country of residence and acceptance awarded provided the requirements below are met.

Requirements

In addition to a student application, the local representative will provide the Academy with the following:

- ✓ Proof that the student has the English proficiency needed to function at the Academy, demonstrated by submitting a recent writing sample and receiving a rating of 48 or higher on the SLEP or other equivalent assessment.
- ✓ A complete transcript of the student's high school grades, with an English translation. If an application is submitted prior to completion of the student's current school year, the student's sponsoring organization must provide an additional translated transcript reflecting final grades for the current school year as soon as possible.
- ✓ The necessary medical history, including any medical/physical restrictions and a recent physical exam with proof of required immunizations.

In addition to submitting an application and as part of the application process, one of the host parents is required to meet with the Academy's principal to discuss the school's mission and expectations. This meeting must take place before an accepted exchange student can complete the registration process.

It is the local representative's responsibility, in conjunction with the host family, to be aware of the Academy's start and end dates, and ensure the exchange student has met with the principal, completed registration and paid any applicable fees prior to the first day of school. Exchange students are expected to be in uniform on the first day of school.

Exchange students cannot take classes on a non-credit or audit basis. They are required to do all the work and take all of the tests assigned in each class.

It is the responsibility of the sponsoring organization to provide tutors and/or the necessary assistance required to help exchange students meet acceptable standards.

Exchange students living with host families who have students enrolled at the Academy will not be regarded as siblings.

Exchange students and host families are required to adhere to the policies and regulations of the Academy.

An exchange student will not be allowed to return for a second year.

3 J – Financial Audit:

Coeur d’Alene Charter Academy will contract to conduct an annual financial audit as required by IC 33-5210(3). The fiscal year shall begin July 1. Appropriate financial statements will be prepared throughout the year and presented at the audit. The audit will be conducted in accordance with generally accepted auditing standards. Coeur d’Alene School District #271 is not liable for the acts, omissions, debts or other obligations of the Charter Academy. The Charter Academy assumes these liabilities. The audit will be part of the annual report to the board of District #271.

3 K – Disciplinary Procedures:

Coeur d’Alene Charter Academy recognizes that effective instruction requires an orderly environment focused on learning and that schools have an important role to play in supporting parents’ efforts to teach basic values to their children. The Academy code of conduct clearly defines expectations and school policies. Appropriate conduct in every school setting is expected and enforced. Students who engage in any type of misbehavior are required to apologize, make restitution, and accept an appropriate penalty. Physically dangerous, threatening, illegal or insubordinate behavior could result in suspension and/or expulsion. The Academy shall comply with Idaho code governing student discipline.

3 L – Public Employee Retirement System:

All qualified Charter Academy personnel will be covered by and subject to the public employee retirement system, federal Social Security and Medicare, federal and state employment taxes, unemployment insurance and worker’s compensation insurance in accordance with applicable Idaho Codes.

3 M – Attendance Alternatives:

The Charter Academy is a school of choice. No parent/guardian will be forced or coerced in any way into enrolling his/her child in the Academy.

3 N – Transfer Rights of Employees:

No employee of School District #271 will be involuntarily assigned to work in a charter school.

All certificated teachers employed by Coeur d'Alene Charter Academy will be considered public school teachers but shall not be considered employees of school district #271.

Educational experience of certificated teachers will accrue for service in a charter school as defined by Department of Education IBEDS rules. Teaching experience of certified staff at Coeur d'Alene Charter Academy will be counted by District #271 and Idaho Code 33-5205(3)(0), if the certificated teacher is rehired by District #271.

A certificated teacher who is employed by Coeur d'Alene Charter Academy and was formerly employed by School District #271 and who wishes to return must apply through the district's employment procedures for new employees.

3 O– Collective Bargaining Rights:

The staff of Coeur d'Alene Charter Academy is a separate unit from the local education organization of School District #271 for all purposes including collective bargaining. Representation shall be decided by a majority vote of the certified staff.

3 P – Resolution of Disputes:

Should a dispute(s) arise between the Board of Trustees of District #271 and the Board of Directors of the Charter Academy relating to any provisions of this charter; the process to resolve such dispute(s) will be step-wise. No step can be bypassed unless mutually agreed upon by both parties:

- Step 1. Informal – the administrator of the Charter Academy will meet in good faith with the superintendent of District #271 in an attempt to resolve the dispute.
- Step 2. Semi-formal – a representative(s) of the Board of Trustees of District #271 will meet in good faith with a representative(s) of the Board of Directors of the Charter Academy, within twenty business days of written notice, in an attempt to resolve the dispute. The request to meet can be initiated in writing by either party.
- Step 3. Formal – a representative(s) of the Board of Trustees of District #271, including legal counsel, will meet in good faith with a representative(s) of the Board of Directors of the Charter Academy, including legal counsel, in an attempt to resolve the dispute. The request to meet can be initiated in writing by either party.
- Step 4. Either party may request the services of an arbitrator through a professional arbitration service. Dates and places of meetings, rules for the meeting, issues to be resolved, fees and expenses and any other issues related to the dispute, or resolution of the dispute, will be settled with the help of the arbitrator.
- Step 5. Disputes still unresolved after following steps 1-4 can be brought before the SBE Charter School Commission.

There is nothing in this section that is intended to violate or supersede Idaho law.

3 Q – Special Ed:

The Coeur d'Alene Charter Academy will serve children with disabilities by adopting the mandates of the Individuals with Disabilities Education Act-Idaho State Implementation manual (IDEA). The Academy will provide a free and appropriate public education to all students. The Academy will contract the provision of special education services with providers who meet Idaho state requirements. Students receiving special education services or Section 504 accommodations will be held to the same academic and discipline standards as other students within the scope of applicable federal and state laws.

3 R – Dual Enrollment:

Students from the Charter Academy shall be allowed to participate in dual enrollment options in the district of their residence provided that student meets eligibility requirements for that program, as specified in 33-203(7), Idaho Code.

3 S – Advertisement:

Enrollment opportunities at the charter academy will be announced at least 4 weeks in advance of the closing date of an enrollment period. Announcement of opportunities will be published in local newspapers, in the school's newsletter and on the school's web site. In addition, the Academy Board of Directors will publish as part of their monthly meetings any consideration of enrollment opportunities.

4 – Facilities, Services, Civil Liability:

Facilities

The Board of Directors of the Coeur d'Alene Charter Academy will acquire and maintain facilities in compliance with federal and state regulations, to facilitate the instruction of the student body and operate its academic program. The site or sites shall be located within the boundaries of School District #271.

Administrative Services

Administrative services shall be provided by the principal, a vice-principal and a business manager. The principal shall be directly responsible for implementing the school's academic program, and attaining the stated objectives of academic achievement. The principal shall provide educational leadership designed to nurture a strong relationship among teachers, students, parents and the community. In addition, the principal shall be responsible for hiring, evaluating and terminating classified staff. The principal will also observe, evaluate and recommend action to the board regarding the hiring, evaluation and termination of certified staff. The principal is also responsible for managing the facilities and creating and maintaining a school climate that is disciplined, orderly and conducive to learning.

Civil Liability

The Coeur d'Alene Charter Academy is organized and managed under the Idaho nonprofit corporation act. The Board of Directors of Coeur d'Alene Charter Academy shall be deemed public agents authorized by School District #271 to control the charter school.

The Coeur d'Alene Charter Academy may sue or be sued, purchase, receive, hold and convey real and personal property for school purposes, and borrow money for such purposes as deemed appropriate by the Board of Directors. Its employees, directors and officers shall enjoy the same immunities as employees, directors and officers of a public school. School District #271 shall have no liability for the acts, omissions, debts, or other obligations of Coeur d'Alene Charter Academy, except as may be provided in an agreement or contract with Coeur d'Alene Charter Academy.

Coeur d'Alene Charter Academy will secure insurance for liability and property loss. Provision for liability and property loss shall be made for general liability, auto liability, professional liability, and directors' and officers' liability in the annual budget. The district shall be given a sixty-day notice of cancellation or non-renewal of said insurance.

Signatures

The undersigned, representing their Boards of Directors as indicated, agree to the content of this charter:

Coeur d'Alene Charter Academy
Board of Directors, Chair

Dr. Robert McFarland

Coeur d'Alene School District #271
Board of Trustees, Chair

Ms. Wanda Quinn

Dated this ____ day of _____, 2004.