

Charter Petition for Renewal

Term: July 1, 2017 – June 30, 2022



Nord Country School

5554 California Street Chico, CA 95973

**Submitted to the Chico Unified School District Board of Education
December 14, 2016
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Affirmations and Declarations

Nord Country School (“NCS” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School shall be deemed the exclusive public school employer of the employees of Nord Country School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)6]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case a public random lottery process shall occur. Except as provided in Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C) [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref/ Education Code Section 47605 (d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. Education Code Section 47605(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer, at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref/ Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School will work collaboratively in a joint partnership with the Chico Unified School District

Introduction

Background

Nord Country School is operated as a California nonprofit public benefit corporation. The Charter School was founded in 2005 by parents, teachers and community members. NCS became an independent 501(c)(3) Corporation in May of 2005.

The Charter School was first approved for a two year term by Chico Unified School District on May 18, 2005. Several renewals have occurred. The first authorized our charter from July 1, 2008 to June 30, 2012 and the second authorized our charter from July 1, 2013 to June 30, 2017. In 2011 Nord Country School was approved for a material revision to our charter to include 7th and 8th grades. The current charter is approved through June 30, 2017.

Successes and Accomplishments Since the Last Renewal

There have been many accomplishments since our last renewal. Our intervention staff has been the recipient of two grants from Teacher's Professional Learning for Inland California through Chico State. Over \$30,000 was received for trainings in Dyslexia and Orton Gillingham methods of teaching reading and pre-reading skills. A second grant was received to look into different behaviors, disabilities and disorders exhibited by an ever-growing number of our students, such as Sensory Processing Disorder, Autism, and Executive Functioning Disorder. With this grant, staff received trainings to better understand these student's needs and the most effective ways to support them.

Our staff continues to be recognized as valued members of the education community outside of our school as well. We have two teachers on the board of the Mt. Lassen Math Council. We have one teacher on the Next Generation Science Standards Leadership Institute working with Dr. Bev Marcum at Chico State and we have another teacher who is a Lesson Study Facilitator for the MathTIME Grant at Chico State.

Our biggest success in the last five years has been the full implementation of our Middle School program. The project included the addition of 4 classrooms, a bathroom, a quad area with a shade structure, and a basketball court. This area was strategically placed in order to maintain the small school feeling and yet, at the same time, give the students a sense that they had moved away from the elementary school. We call their space "up the hill".

Each student receives a Chromebook in sixth grade and they will continue to use that device through 8th grade. These students use their Chromebooks on a daily basis. Our middle school students are able to select two different electives and they have the opportunity to join a sports team if they want. We are happy that we are now able to give our parents the opportunity to remain at our small school through the eighth grade.

Enrollment

Since 2011 we have grown from 140 to 180 students. We currently have 125 students in TK through 5th grade and 55 students in grades 6th – 8th.

Current Status of Nord Country School

Although we have grown to 180 students, Nord Country School continues to maintain its small school atmosphere. Each morning our students and staff meet to salute the flag and sing a patriotic song. We then have a morning assembly at which we can talk about upcoming events, school rules or sing “Happy Birthday” to a student. Starting each day in such a caring, positive way helps the students know that they are in a safe, nurturing environment.

Pupils Served by Percent

	2012/13	2013/14	2014/15	2015/16	2016/17
African American	2.9	3.3	3.6	3.6	7.2
American Indian/Alaska Native	2.2	2.7	7.1	6.6	7.2
Asian	0	0	1.4	1.2	1.1
Hispanic	35.5	28.9	21.4	19.8	19.9
Native Hawaiian/Pacific Islander	0	0	.7	.06	1.1
White	59.3	63.7	62.1	65.3	66.3
Two or More Races	0	1.3	4.5	3	7.73

Calendar and Instructional Minutes

On a yearly basis Nord Country School’s Board of Directors will determine the number of school days in the school calendar. This number will vary between 175 and 180 days depending on funding. Instructional minutes will continue to meet or exceed those required by the State of California throughout the renewal term.

Grade Level	CA State Requirement	NCS Minutes Offered 2013/2014	NCS Minutes Offered 2014/2015	NCS Minutes Offered 2015/2016	NCS Minutes Offered 2016/2017
K	36,000	68,230	67,740	59,920	59,920
1	50,400	55,840	55,420	56,400	56,400
2	50,400	58,375	57,925	58,920	58,920
3	50,400	58,347	57,925	58,920	58,920
4	54,000	60,910	57,925	58,920	58,920
5	54,000	60,910	57,925	58,920	58,920
6	54,000	60,910	57,925	58,920	65,640
7	54,000	N/A	N/A	64,800	65,640
8	54,000	N/A	N/A	N/A	65,640

See Appendix C for current school calendar and daily schedule

Charter School Intent and Charter Requirements

In 1992, the California Legislature enacted the Charter Schools Act of 1992. Section 47601 of the California Education Code states that:

It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule based to performance based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The Charter Schools Act requires each charter school to have a “charter” that outlines at least the fifteen (15) elements identified in Education Code Section 47605(b)(5). The following provisions of this charter coincide with the required elements.

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section Education 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
3. Rank in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
4. The entity that granted the charter must determine that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
5. Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

Notes on Testing

Assembly Bill 484 amended Education Code sections 52052(e)(2)(C) and 52052(e)(4) to allow schools to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations: or
- Alternative measures that show increases in pupil academic achievement for all groups of pupil’s schoolwide and among significant groups.

The Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “the most recent API calculation” as further specified below.

As indicated in the table below, Nord Country School meets the requirement of Education Code Sections 47607(b)(1) because it achieved its API growth target schoolwide and for all numerically significant subgroups in the most recent year (2013) and meets the requirement of Section 47607(b)(2) because it ranked in decile 6 in the most recent year (2013).

API

Year	API Statewide Ranking	API Growth Scores	Actual Growth	Met Growth Target?
2013 - 2014	State mandated testing was suspended in 2013-2014 so API data was not calculated or reported 3 Year Average API: 781			
Schoolwide	6*	818	61	YES
White		853	54	YES
Socioeconomically Disadvantaged		786	47	YES

See Appendix D for CDE DataQuest Reports (2013)

CAASPP

Comparison to Demographically Similar Schools in the District

<u>2016 CAASPP Results</u> <u>Percentage of Students Meeting or Exceeding Standards</u>		
	ELA	Mathematics
Nord Country School	31%	29%
Neal Dow	37%	37%
Rosedale	35%	35%
McManus	39%	29%

Additionally, Education Code Section 47607(a)(3) requires the authorizer to consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as numerically significant pupil subgroups) as the most important factor in determining whether to grant a charter renewal.

The 2015 and 2016 comparison data presented below shows an increase in pupil academic achievement schoolwide and for white students in ELA. The data also shows a decrease in pupil academic achievement in the following areas: ELA (economically disadvantaged students) and mathematics (schoolwide, white students, and economically disadvantaged students).

CAASPP – ELA Percentage of Students Meeting or Exceeding Standards Percent Change from 2015 to 2016			
	2015	2016	Percent Change
All Students	29%	31%	+2%
White Students	31%	38% *	+7%
Economically Disadvantaged	21%	18% **	-3%
* The “white student” sub group only contains scores from the 4 th , 5 th and 6 th grade classrooms (42 students). ** The “economically disadvantaged” sub group only contains scores from the 4 th & 6 th grade classrooms (25 students).			

CAASPP – Mathematics Percentage of Students Meeting or Exceeding Standards Percent Change from 2015 to 2016			
	2015	2016	Percent Change
All Students	33%	29%	-4%
White Students	35%	31% *	-4%
Economically Disadvantaged	36%	18% **	-18%
* White students subgroup only contains scores from the 4 th , 5 th & 6 th grade classrooms (42 students) ** Economically Disadvantaged subgroup only contains scores from the 4 th & 6 th grade classrooms (25 students).			

Plans for Future Improvement

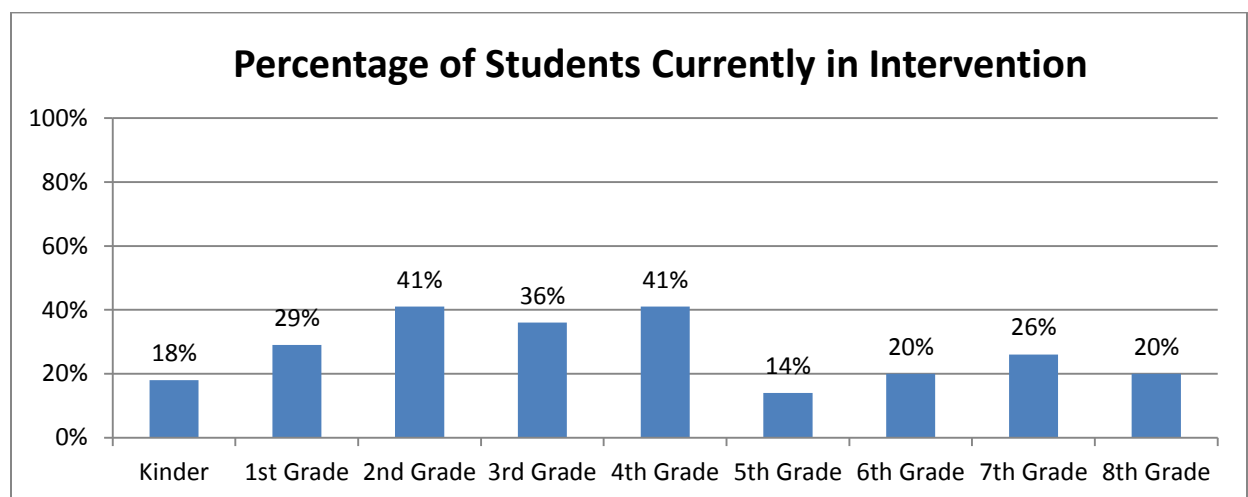
In reviewing student data, including CAASPP results, we have identified three areas of focus for improvement.

In ELA the focus will be in writing. We have begun research into a school wide writing program including staff development in its implementation. Two of the programs we have been researching are ‘Write from the Beginning and Beyond’ which is an extension of Thinking Maps. Since the staff already uses Thinking Maps in their classrooms, we feel this could be a positive extension into writing. Another program currently being researched is ‘Units of Study – Writing’ authored by Lucy Calkins.

In math the focus will be in the CAASPP Claim areas of Problem Solving & Modeling & Data Analysis as well as Concepts & Procedures. These two areas were determined to be where students struggled the most. We have begun unpacking these concepts, looking at the standards and brainstorming new lessons and strategies to support our students. We have begun two new math intervention groups for students to work with a credentialed aide two to four days a week.

The last area of focus is technology. Through the High Speed Network grant we have just recently been able to increase our connectivity allowing more than one classroom to be on the internet at the same time. With this advancement, teachers are now able to stream educational videos and have students conduct their own research. We are also increasing our computing devices. This year we have purchased over 80 Chromebooks to increase access for our students. Students will have more practice using computers, allowing them to become more familiar and comfortable with their use. We believe that the increase in usage will have a positive impact on our test scores.

As a staff we examined the interventions being provided to our students. The graph below represents the percentage of students in each grade who are working below or far below grade level and are receiving pull out interventions in math and/or language arts.



We believe that the high number of students receiving intervention reflects in our CAASP test results. For these students, the appropriate testing accommodations for each student will be reviewed more closely to ensure that the students are receiving the best support possible.

Charter School Request

In accordance with Education Code Section 47607, Nord Country School petitions Chico Unified School District (“CUSD”) for renewal of the NCS charter for a term of five years, from July 1, 2017 through June 30, 2022.

This charter authorizes the operation of Nord Country School, a public charter school, which shall operate within the geographic boundaries of Chico Unified School District, as authorized pursuant to Education Code Section 47605. NCS occupies the school site at 5554 California Street, Chico, CA as provided by the district under a Facilities Use Agreement dated August of 2012

ELEMENT 1: Educational Program

Governing Law: The educational program of the charter school designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in the program must include the objective of enabling pupils to become self-motivated, competent and lifelong learners. Education Code Section 47605(b)(5)(A)(i)

The annual goals for the charter school; for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals” Education Code Section 47605(b)(5)(A)(ii)

NCS Mission

Nord Country School’s mission is to create partnerships with students, families, staff and the community in order to provide a safe and inviting environment in which students will experience the best of traditional education with modern approaches.

NCS Educational Vision

Nord Country School provides high quality, standards based learning experiences that build academic skills, character, community and global awareness.

NCS Philosophy

We believe that learning is a life-long adventure. We believe in the freedom to wonder, to ask, to explore, to imagine, and to create. As we strive to reach our goals, we believe that success means doing our best, being our best, and feeling proud of our effort. We believe that every one of us has special talents, and that the talents of each of us help all of us. We believe that learning best occurs in a safe and nurturing environment where the school forms close ties with the students, parents and community members.

We Value

- Literate, life-long learners who respect diversity of people and beliefs.
- Academic excellence.
- Self-confidence and compassion.
- Appreciation and respect for the natural world.
- Imagination, personal expression, intrinsic motivation and self-direction.
- The use and understanding of modern-day technology.
- The development of creative talents and skills.
- A unifying school, parent and community effort.

Target Student Population and Whom the Charter School is Attempting to Educate

Nord Country School currently attracts a variety of students from all over the city of Chico and surrounding communities. The Charter School values ethnic, racial, and socioeconomic diversity and welcomes applicants with a wide range of talents, learning styles and abilities.

NCS serves grades K – 8. The Charter School’s desire is to offer a personal education in which teachers, students, and parents know one another well and collaborate in the learning process. To achieve this goal the Charter School will, within available resources, strive to maintain a low student/teacher ratio of 22:1 in grades K - 3 and 25:1 in grades 4 - 8. Ultimately, however, grade configuration will be determined by available facilities, enrollment and budget constraints.

What it Means to Be an Educated Person in the 21st Century

We believe a well-educated person in the 21st Century will be technologically fluent, self-motivated, committed to being a lifelong learner, able to think critically, and communicate effectively. The development and emphasis on all Nord Country School students as 21st Century learners is reflected through all that we do.

An essential characteristic of the Charter School’s educational program will be its continued emphasis on the balance of intellectual, physical and social/emotional development of its students. The Charter School will continue to offer a curriculum that is both carefully planned and regularly reviewed. Nord Country School will prepare its students for the future by creating exceptional opportunities for them to learn. We will strive to interweave our academic goals with consistent exposure and exploration through technology.

To keep our children competitive, Nord Country School will remain current with ever evolving technology within the classrooms. We will maintain a student computer ratio of two to one in grades one through eight. Each classroom will also possess a working projector, teacher computer and document camera. This technology will be utilized to access curriculum to meet or exceed the Common Core State Standards (“CCSS”). Students will develop beginning competency and fluency with the working of computers and tablet skills. The goal of this is to provide a solid basis in technology literacy, an integral skill in today’s work force.

Basic Learning Environment and Instructional Design

Nord Country School offers a site-based, broad and balanced curriculum which includes thorough instruction in the traditional academic disciplines: English/language arts (“ELA”), mathematics, science and social studies. Fine arts, technology, physical education (“PE”), music, creative thinking, problem solving and environmental education are also integral parts of the program.

Multi-faceted assessment drives instruction, and we provide an environment where all learners have access to student support services. We provide a broad and enriched education that is aligned with the current California State Standards (including Common Core state standards and Next Generation science standards).

Daily practice in math, ELA, and critical thinking skills are taught with an emphasis on integrated and conceptual learning where connections are made across the subjects as much as possible. Teachers create learning opportunities that include a range of experiences and incorporate aspects of multiple intelligences. Differentiated learning takes place so that all students are challenged and supported in the learning process.

The use of well-planned field trips and hands-on experiences actively engage learners and enables them to obtain a greater degree of meaningful understanding of the material and concepts to be learned.

The uniqueness of each child will continue to be honored and an accepting environment will continue to be cultivated where individual interests and skills are encouraged. We recognize and honor the developmental stages of the child as well as his/her unique learning style.

The Teachers

Nord Country School teachers agree that education is an active, engaging process that encourages students to accept challenges, give their personal best, and learn from their mistakes. Our teachers are an exceedingly capable and dedicated group who care deeply about children and are responsive to the needs of individual students and families. They value the best elements of traditional and innovative education and support the development of every student's mind, body and spirit.

Teachers engage in many staff development opportunities throughout the year. Supported by new technologies and ideas, they are eager to consider fresh approaches and strategies to maintain high standards throughout the curriculum. They are totally committed to the academic and personal growth of students and are willing to put in the extra time to ensure that their students succeed.

The Community

The community of Nord and the surrounding area is active and diverse. The community is committed to the students of Nord Country School and participates in their success in many ways. Volunteers work in the classroom as well as at special events, drive on field trips, work from home helping teachers with projects, and work in the garden. They also donate supplies and support field trips and student's sporting events. Some of our school and community events include our annual Harvest Festival, Halloween Carnival, Stone Soup Day, Loved Ones Day, and the Annual Pie Auction Dinner.

The Parents and the Students

Much of the Charter School's philosophy lies in the knowledge that children with families that are involved in their child's education are more successful academically. Parents and staff support each other for the success of NCS. Each family is encouraged to volunteer and support NCS in many different ways, including assisting teachers in the classroom, driving on field trips, serving in our Parent/Teacher Organization (PTO), or serving on our School Site Council (SSC).

Supporting fundraising efforts and attending Charter School functions are other opportunities for parents to contribute to their child's education.

Nord Country School strives to make our families feel welcome and makes every effort to include our families in all aspects of our Charter School. We promote family unity at our different events throughout the year. These events bring families, volunteers and staff together to create a positive learning environment.

Parents volunteer countless hours at our Charter School. The number of volunteers working to help our students and Charter School succeed keeps growing. Whether they help in the classroom, in the garden, on the playground or at special events, their support helps convey the message to students that school is important. Last year our volunteers worked over 2,000 hours to help support our school. Although NCS strongly encourages parents to volunteer, parents are not required to volunteer and no student will be denied admission or continued enrollment for failure of his or her parent to volunteer.

Good communication between parents and the Charter School is important. Twice a month we send home our Nighthawk Newsletter which includes information on upcoming important dates, information about fundraisers or other school business, as well as a list of students who were chosen for Golden Tickets. Our student information system, School Wise, provides the ability to contact our families to remind them of special events, check attendance status or contact them if an emergency should occur.

The parents of Middle School students can use the School Wise Parent Portal to check on their student's grades in each class. They can also see if their student has any missing assignments.

Students are expected to adhere to high standards of behavior and academic achievement. Character Education is directly taught and modeled by staff. Students are expected to demonstrate these values in their schoolwork as well as in their interactions with peers and adults.

How Learning Best Occurs

Differentiated Learning

Nord Country School will continue to provide a standards-based curriculum where teaching focuses on the individual child's needs. Student achievement data will inform instructional decisions. Student academic and behavioral growth will continue to be monitored through a progress monitoring assessment system.

Standards Based Curriculum

Nord Country School will continue to ensure that all students, including economically disadvantaged and low achieving students are working towards mastery of the Common Core State Standards and have the opportunity to learn in a technology-rich environment. Concepts will be taught thematically utilizing the CCSS and Next Generation Science Standards ("NGSS"), and the applicable state content standards.

The Educational Program

Our approach to educating our students is based on offering a broad and enriched education aligned with CCSS, NGSS, and applicable state content standards. We provide students with standards based curriculum that is both thematic and hands-on. The instruction delivered is both engaging and rigorous, increasing the students' depth of knowledge and understanding of essential concepts and ideas.

The students also receive character instruction to foster skills in citizenship, cooperative learning, and perseverance; all essential skills embedded in the CCSS. The education of the students is highly driven by school wide and nationwide assessments. The information obtained guides the strategies and the structures used to deliver appropriate, differentiated instruction. Our focus is to have high student performance by offering an engaging educational experience that is fitting to each student's needs.

Positive Behavior Support

Positive Behavior Interventions and Supports (PBIS) is a school wide program based upon a philosophy of recognizing positive contributions of students. Staff works to create consistent routines and guidelines in order to promote a safe and caring environment. Emphasis is placed on teaching desired skills and coaching students in having positive social interactions. PBIS means students will know exactly what is expected of them. Students who take responsibility to behave positively will be recognized and rewarded in a variety of ways.

Character Education

Character education provides students the necessary skills to be effective communicators, presenters and participants in teamwork as required by the Common Core State Standards. Our program is implemented through Second Step Curriculum that ensures students are actively involved with the philosophy in the classroom as well as out on the playground.

Our character education program reinforces the following character traits:

Respect and Responsibility	Kindness and Caring
Citizenship	Self Control
Empathy and Understanding	Patience
Honesty and Integrity	Perseverance

These traits are reviewed during morning assemblies with little skits, books or presentations. Each character trait has an assigned color. On "Wear it Wednesday" we wear that color to remind us about the character trait. Every week class points get tallied and at the end of the month the winning class earns extra recess.

Curriculum

Language Arts

Currently, teachers start with CCSS and use Treasures Curriculum along with teacher created lessons to design a balanced literacy program that moves students towards effective reading, writing, listening, and speaking. Teachers use a variety of instructional materials including State

adopted Treasure’s Curriculum, Making Words, Step Up to Writing, Thinking Maps, a wide variety of fiction and non-fiction buddy reading, silent reading, Barton Reading and Spelling program, Read Naturally, and Moby Max.

Teachers create a rich literary environment where students are exposed to vocabulary and discuss content from a wide variety of publications and genres. Students also receive direct instruction in grammar, spelling, vocabulary, handwriting and keyboarding. Research projects incorporate the analysis and comparison of informational print and digital texts as students choose appropriate materials/information and utilize resources to broaden knowledge and provide evidence to support their ideas.

Math

The current CCSS for mathematics emphasize practice of mathematical skills in a real world context, promoting the mastery of math content and furthering the development of mathematical problem solving strategies. Mathematics instruction focuses on mathematical reasoning and problem solving.

K – 5th grades use the Bridges Math Program – Bridges is a comprehensive K–5 curriculum that equips teachers to fully implement the Common Core State Standards for Mathematics in a manner that is rigorous, coherent, engaging, and accessible to all learners.

The curriculum focuses on developing students’ deep understanding of mathematical concepts, proficiency with key skills, and ability to solve complex problems. Bridges blends direct instruction, structured investigation, and open exploration. It taps into the intelligence and strengths of all students by presenting material that is as linguistically, visually, and kinesthetically rich as it is mathematically powerful.

The Middle School (6th -8th grades) has adopted College Preparatory Mathematics (“CPM”) and uses the full program with all accompanying materials. Teachers have been trained in program usage and supplement with other materials as necessary to further real world experiences and mastery.

Science

The scientific method and inquiry-based teaching practices that allow students to act as independent learners are key components of our program. The wealth of computer-based relevant and timely information, coupled with scientific modeling and simulations, provide 21st century learners with a robust and challenging content area. Engineering concepts are introduced as early as kindergarten in conjunction with science in order to instill innovation and creativity.

Social Studies

Teachers create engaging lessons using a range of supplementary and state adopted resources. Thematic units are created and used to teach important concepts in this area. Students make connections between what life was like in the past compared to life in the present. Different cultures are studied as well as historical figures and their contributions throughout the ages. They also learn how geography is integral to the study of human civilization. Students learn how to critically examine texts, search for clues and compare information coming from two different sources.

The Arts

The goal of our arts education program is to help children achieve a better understanding of themselves and their world through the visual, musical, and dramatic arts. While the emphasis is on the creative process, lessons are woven with multicultural explorations. In our world's ever increasing reliance on visual imagery and technology, building visual literacy is imperative for the 21st century learner. Some of the opportunities include:

- Music twice a month
- Art twice a month
- Violin for older students
- For Middle School students we offer the following fine arts electives
 - Drama
 - Band
 - Violin
 - Photography

Health and Physical Education

An essential characteristic of the school's educational programs will be the continued emphasis on health and development of the whole child. To promote health and wellness, the school will continue to have a nutrition and garden program to focus on making healthy food choices.

Our garden continues to grow under the care of Ernie Dalton, Mark Koch and other volunteers. Students can choose to work in the garden at recess weeding, planting and harvesting vegetables and fruit. Ernie and Mark also work in the afternoon with several classes teaching lessons on planting, how crops grow, nutrition and healthy eating. We even cultivate our own 1/4 acre pumpkin patch that provides students pumpkins in October.

Along with this, a physical education program will provide them with the skills to help create a healthy, active lifestyle. Physical activity is designed to meet the individual physical needs of all students. Building self-esteem, promoting social skills, increasing team work, emphasizing sportsmanship and improving physical coordination are all built into our program,

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element 2 of the charter for a description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Additional Charter School Goals

Students attending Nord Country School will continue their education in a world growing ever more complex, interdependent and uncertain. This demanding future will require citizens who are self-confident and broadly educated, who possess ethical standards against which they can judge the choices they will have to make, and who are eager to contribute to a changing world.

NCS students will have a well-founded understanding of the interdependence among people and will have the capacity to approach the world with compassion and respect.

It is our goal to develop proficiency in the Common Core State Standards in English/Language Arts and Mathematics, Next Generation Science Standards, and California content standards in History/Social Science.

Basic intellectual skills will include the ability to think clearly and creatively, to communicate orally and in writing, to find and use information, to problem solve and to develop mathematical reasoning. Students will learn to accept challenges and learn from their mistakes. They will acquire the capacity to work hard, independently and in groups, and to contribute to their community.

- **Cognitive Processing**
Students will demonstrate complex thinking skills by identifying, accessing, integrating and using available resources and information. They will be able to reason, make good decisions, and solve complex problems in a variety of contexts based upon content knowledge, and by articulating their thinking process.
- **Communication**
Students will exhibit effective communication through listening, speaking, reading and writing in a critical, reflective, and responsible fashion using a variety of media, including the arts. Student will have an awareness and understanding of multiple perspectives.
- **Social & Emotional Well Being**
Students will exhibit healthy self-esteem by expressing respect for others and making positive choices in interpersonal relationships. Students will develop skills in respect, honesty, teamwork, perseverance, and kindness.
- **Physical**
Students will demonstrate physical skills that will enable them to participate in individual and team activities. They will recognize and pursue healthy habits of fitness, nutrition, sportsmanship, and safety. They will be taught why a healthy lifestyle is important to maintain.

Serving Special Populations

Plan for Special Education

NCS is committed to high levels of academic success for all students, including students with disabilities. NCS complies with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act ("IDEA").

In 2009 Nord Country School was approved by the Butte County Special Education Local Plan Area ("SELPA") to be an independent LEA for Special Education purposes pursuant with Education Code 47641(a). NCS complies with all state and federal laws related to the provision of special education instruction and related services and follow all SELPA policies and procedures. NCS will participate in the state's quality assurance process for special education

(i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The Charter School will participate in internal validation reviews.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities used by NCS are accessible to all students with disabilities.

The Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Services for Students Under the “IDEA”

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures in seeking out, identifying and serving students who may qualify for special education programs and services; in responding to record requests and parent complaints; and in maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all District or SELPA inquiries, to comply with reasonable District or SELPA directives, and to allow the District or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law.

Identification and Referral for Assessment

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

A referral may also be made by a parent, guardian, foster parent, teacher or other service provider of the student, consistent with the limitations contained in Federal law. The referral process includes an examination of pre-screening data (e.g. test scores, teacher observations, grades, response to initial interventions) as well as Student Study Team (SST) results and observations. If the SST team concludes that assessment is warranted, NCS will obtain written permission from the student's parent or legal guardian in order to provide a formal assessment.

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible

students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in District or SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

NCS employs its own Resource teacher who works closely with the classroom teachers to make sure each student is receiving access to the core curriculum and that their accommodations and modifications are being met in the classroom. This teacher coordinates the Individualized Education Plans (IEPs) and the corresponding services to those students. Also employed are a part time Speech teacher and an Adaptive PE teacher. Currently, NCS currently contracts with Chico Country Day School for School Psychology services.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools implementing special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Development and Implementation of IEP

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Each student who is referred for formal assessment will have an IEP that documents assessment results and determines eligibility for education services. If the student is eligible for services

NCS will provide those services in accordance with the student's IEP. These services will be provided in the least restrictive environment.

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. Every student at NCS with an IEP will have an IEP team that oversees the implementation of the plan and monitors progress of the IEP. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

If required, NCS will provide an interpreter to ensure non-English speaking families understand and can fully participate in the process. If the parent is unable to attend, Charter School personnel will ensure that the parent is informed and involved in the process through phone or email communications.

IEP Review

An IEP review will be performed in accordance to state and federal law, meeting at least once a year to ensure IEP goals are being met.

Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the state, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public

education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

NCS recognizes its legal responsibility to ensure that no qualified person with a disability, shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity including, but not limited to, learning is eligible for accommodation by the Charter school.

A 504 team will be assembled by the Principal of NCS and shall include parents/guardians, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will

review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services, those evaluations may be used to help determine eligibility under Section 504.

The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with notice of the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Plan for Serving English Learners

English learners are faced with the challenge of having to simultaneously learn a second language and the core curriculum. Often times they have not fully developed sufficient English skills in listening, speaking, reading, and writing to master standards at their grade level. Many steps are taken to provide additional support for these students so they can be successful.

Nord Country School will meet all applicable legal requirements for English Learners (EL) as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Nord Country School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

Nord Country School will administer the home language survey upon a student's initial enrollment into the charter school.

CELDT Testing

All students who indicate that their home language other than English will be tested using the California English Language Development Test (CELDT) within 30 days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California (ELPAC), when it replaces the CELDT.

Reclassification Procedures

The Charter School utilizes multiple criteria in determining whether to classify a student as proficient in English including, but not limited to, the following:

- Assessment of language proficiency using CELDT test scores
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the student's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies or English Learner and Intervention

Teachers at Nord Country School will continue to use specialized instructional strategies that are designed to help ELs such as Guided Language Acquisition Development ("GLAD") and Specially Designed Academic Instruction in English ("SDAIE"). Thematic instruction will allow for structured English immersion where the curriculum and presentation is designed for EL students.

Nord Country School's low student-teacher ratios allow for more focused instruction for EL students and for more opportunities for intensive interventions where appropriate, including increased opportunities for varied type of groupings.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement
- Monitoring availability of adequate resources.

Plan for Serving Academically High Achieving Students

Universal screening, teacher assessment information as well as informal classroom observations are used to identify high achieving students.

Nord Country School supports high achieving students in expanding their understanding of grade level standards by providing challenging activities to progress beyond grade level content standards, and to pursue special interests through genius hour projects. To engage and challenge each student at his or her level, the Charter School will use one or more of the following approaches:

- Modification of instructional activities
- Assigning challenging activities/projects
- Opportunities for students to work in small groups with higher level curriculum
- Opportunities to serve as cross-age tutors
- Providing opportunities for higher order thinking

Plan for Serving Academically Low Achieving Students

Universal screening is employed beginning in Kindergarten and given to all newly admitted students in order to detect possible learning difficulties early on. The Dynamic Indicators of Basic Early Literacy Skills (“DIBELS”) is given three times a year. If a student scores extremely low on the DIBELS test, the Comprehensive Test of Phonological Processes (“CTOPP”) is given to better determine the areas of struggle. The results of these tests are reviewed in order to identify low achieving students and then a determination is made regarding which intervention will be the most beneficial.

Nord Country School has developed a plan for achieving students that is modeled after the Response to Intervention (“RTI”) framework. Our goal is to meet the needs of all our students through the use of a three-tiered system of support.

Tier 1: Prevention

Tier 1 includes high quality classroom instruction delivered by qualified teachers, and regular assessments of all students to monitor their progress toward reaching grade level benchmarks. Teachers are trained to address different learning styles of their students.

Tier II: Identification and Selected Interventions

Students who are not achieving at or above expected grade level are identified in the classroom and referred to the Intervention Team for more refined assessment (see assessment list in Element 3). After assessments, the student’s specific deficits are addressed with the correlating program to best support their needs.

Selected Interventions:

Selected interventions are implemented by our intervention staff, including our Resource Specialist Teacher. Interventions may include, but are not limited to the following:

- On Cloud 9 – math
- Times Tales – math
- Seeing Stars
- LiPS
- Barton Reading & Spelling Program
- Read Naturally
- SIPPS
- Visualizing & Verbalizing

Tier III: Student Success Team

The Student Success Team (“SST”) explores concrete and possible avenues to support the student’s individual needs. Strengths and concerns regarding the student are discussed. The SST then develops strategies to help support the learning needs of the child including possible referral to special education and the potential of an IEP assessment. SST meetings may be referred by the parent, teacher or administration for those students with significant behavioral or academic issues.

ELEMENT 2: Measurable Pupil Outcomes

Governing Law: “The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” [Education Code Section 47605(b)(5)(B)]

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

As of July 1, 2015 our school goals are:

Goal #1: NCS will increase overall achievement in core academic programs (*state priority #1 basic conditions of learning, #2 implementation of State Standards, #4 pupil achievement, and #8 other pupil outcomes*).

Outcomes for all students will include:

- The number of students scoring meets or exceeds standards will increase by 2% over 2014 – 2015 benchmark scores
- Every month chronic absenteeism will remain under 4%
- Common Core state standards in ELA and Math will be used in all classrooms
- Professional development will be provided for all teachers in NGSS strategies
- Based on previous year’s evaluation, Common Core materials will be supplemented

We will achieve these outcomes by:

- Reviewing the ongoing needs of curriculum every trimester and purchasing Common Core curriculum when needed
- Continuing Universal screening for all students using DIBELS and Moby Max
- Monitoring individual progress for students in interventions every 6 weeks

- Retaining intervention aides
- Retaining specialized ELA teacher
- Continuing to work with the Charter SARB board
- Continuing staff professional development
- Staff development in Next Generation Science Standards
- Providing bussing to all students

Goals #2: NCS will use a campus wide PBIS program to provide a safe, caring and positive climate where students, staff and parents feel safe, valued, and connected (*state priority #3 parental involvement, #5 pupil engagement, #6 school climate & #8 other pupil achievement*).

Outcomes will include:

- Tier II and Tier III supports will be maintained for students in need
- Major referrals will be kept at or below previous years number
- Suspension rate will be maintained at 5% or under
- A safe facility will be maintained
- At least 97% of parents will feel connected to NCS
- PBIS meetings will be held at least once per trimester
- Parents will have access to a portal to monitor their student's academic progress

We will achieve these outcomes by:

- Having continued collaboration and staff wide training
- Maintaining access to school counseling services
- Using 2nd Step curriculum to foster positive character development and give students strategies to self-regulate their emotions
- Conducting quarterly facility inspections
- Retaining the Student Information System
- Adding a school wide calling system

The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

See Appendix E for the entire LCAP

ELEMENT 3: Methods of Measurement

Governing Law: “The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Education Code Section 47605(b)(5)(C)

Nord Country School uses multiple measures of student performance to monitor student progress toward achieving grade level standards. Assessment data includes mandatory state assessments (CAASPP, Physical fitness and/or CELDT), standards-based report cards, interim benchmark assessments, teacher observations, portfolios and all other assessment tools. These assessments will be combined to determine student growth. Assessments are formative and used in progress monitoring, as well as summative to measure student attainment of benchmark and year end grade level standards. Nord Country School will conduct the student assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute or student assessments as applicable to students in non-charter public schools.

Our goal is to create a Charter School that motivates and assists all students in meeting proficiency on state academic standards. The Charter School will ensure alignment of the curriculum in order to ensure success for all students in meeting the requirements of state mandated assessments. These standards will serve as a guide in developing goals and in making budgetary decisions.

The methods for measuring pupil outcomes are consistent with the way the Charter School will report information on its school accountability report card (“SARC”). Other assessments may be used that are not reported on the school accountability report card but which the Charter School will use to gain a more complete picture of student progress and achievement.

Our assessment methods are based on the following beliefs:

- In order to have a complete picture of a student’s growth, differentiated assessment methods must be used. Assessments for individual students should focus on individual mastery of specific content standards and learning objectives.
- Identifying what we expect students to know and be able to do with specific information is a vital piece of all assessment methods.
- Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

Specific Assessments

Multiple measures of student performance are chosen to accurately monitor student progress toward achieving grade level standards and benchmarks. Assessments may also be given to provide a pretest baseline or as a screening tool. Student assessments should promote reflection and self-evaluation on the part of students, staff, and parents. Below are the assessments used at Nord Country School:

- **Comprehensive Test of Phonological Processes (CTOPP)**
The Comprehensive Test of Phonological Processes assesses a student's ability to manipulate sounds and their basic phonemic awareness skills. Through a battery of skills tests, one can determine isolated phonological weaknesses a student may possess. This test is administered to all kindergarteners at the beginning of the year and to other students as needed. The data from the results determines early intervention needs.
- **Barton Screener Tool**
The Barton Screener is an assessment given to students who are identified as under-performing in reading. The Barton Screener assesses the student's phonemic awareness skills. The results from this test dictate the appropriate intervention to be administered to that child. If the child passes, they will begin with the Barton System. If the child does not pass, they will begin using the Lindamood Phonemic Sequencing (LiPS) program.
- **ESGI (Educational Software for Guiding Instruction)**
ESGI is a computer based benchmark tracking program. This program is used in kindergarten and first grade to record trimester benchmark standards in language arts and math. Using simulated flash cards, the program is able to chart and graph individual student and whole class progress.
- **Accelerated Reader (AR)**
Accelerated Reader is a school wide progress monitoring system to determine a student's reading level and monitor the practicing of reading. One component of the program is a comprehensive leveling test which provides a suggested reading level and range of independent book levels. This is also used to set reading goals for the child. The other main component is individual comprehension tests on stories read. The data from this can determine their general comprehension at a particular reading level.
- **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**
The Dynamic Indicators of Basic Early Literacy Skills are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be one minute fluency measures used to regularly monitor the development of early literacy and early reading skills. DIBELS are comprised of seven measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. We screen all students three (3) times a year.
- **Basic Phonics Skills Test III (BPST)**
The Basic Phonics Skills Test III is a phonics assessment that consists of the recognition of letter sounds, specific phoneme patterns, and the blending of single syllable and polysyllabic words out of context. The BPST is a tool for teachers to isolate the phonics sounds a student can identify and blend successfully. This assessment is given on a trimester basis in grades one through three.
- **Johnston Spelling Inventory**
This inventory is designed to assess the word knowledge students bring to their reading and spelling. Students are given a spelling test consisting of 26 unpracticed words. The words contain specific spelling conventions. This test is administered to first and second

graders at the completion of each trimester and the data is used to drive spelling instruction.

- **Writing Assessment**

School wide, the students are administered a writing assessment to evaluate their use of writing conventions, content and use of genre structure at their particular grade level. Their samples are then scored against a rubric specified for each test. The students complete a formalized writing assessment three times a year, two of which are saved in their Cumulative File.

- **Report Cards**

Our report cards are standards based and contain data from many of the assessments given. First trimester report cards will continue to be discussed with parents during individual conferences in the fall. At the second and third trimesters the Charter School's standards based report cards will be sent home to parents.

- **Moby Max**

MobyMax's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that remedial students get the extra instruction they need.

Reporting and Other Uses of Data

The School Accountability Report Card (SARC) is developed and reviewed each year, with assessment results being a primary focus area. Among other relevant areas of focus, the SARC includes outcome objectives, grade-level improvements, and school-wide attendance goals.

Survey results from parents are reviewed annually to determine the level of satisfaction parents have with the current educational program. Standardized testing data, along with formative and additional summative results, is reviewed on an ongoing basis.

Teachers meet with parents both informally as well as scheduled parent teacher conferences held in November and on an as-needed basis throughout the year. A standards based report card offers specific feedback in a comprehensive manner on the areas of strength and growth for each student. Each standard area report details corresponding benchmarks and provides a summative rubric score for each benchmark. In addition to academic performance outcomes, the trimester report cards include assessment of each student's social skills and behavior. Newsletters, website, board meetings and School Site Council meetings also provide useful feedback to parents.

Continuous School Improvement

The Local Control and Accountability Plan (LCAP) will be reviewed and modified each year in compliance with applicable state law. The LCAP is a tool NCS uses to help monitor progress towards required objectives. The processes used for development, review, and submittal of the charter's LCAP include the relevant deadlines, state priorities, stakeholder input and formatting required as part of the reporting process. NCS will comply with the applicable law and compliance requirements.

ELEMENT 4: Governance Structure

Governing Law: “The governance structure of the Charter School including, but not limited to, the process to be followed by the Charter School to ensure parental involvement”. Education Code Section 47605(b)(5)(D).

Non-Profit Public Benefit Corporation

Nord Country School is a directly funded independent charter school and is operated as a California non-profit public benefit corporation, pursuant to California law.

Nord Country School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and NCS. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of NCS, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by NCS as long as the District has complied with all oversight responsibilities required by law.

See Appendix F for the Articles of Incorporation and Bylaws

Board of Directors

The Charter School is governed by the Board of Directors (“Board”) of Nord Country School in accordance with its adopted Bylaws, which shall be consistent with the terms of this charter.

The Board of Directors will be composed of a broad cross-section of the school community and the community at-large, including parents, professionals, and community leaders. These members attend training in effective board practices including Brown Act and Conflict of Interest conducted by a legal professional.

The number of people serving on the Board of Directors and the length of terms will be specified in the NCS Bylaws. Currently, the number of directors shall be no less than seven (7) and no more than nine (9). The current Board is composed of

- Four (4) Parent Representatives elected by Nord Country School’s parent community then appointed by the Board
- Three (3) Community Representatives elected by the community then appointed by the Board.
- One (1) Classroom teacher from Nord Country School selected by the teaching staff at a regularly scheduled meeting then appointed by the board.
- One (1) Educational Representative from the field of education, current or retired, who is not an employee of Nord Country School, nominated by board committee and elected by the Board.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School may appoint an

additional community member to ensure that the Board is maintained with an odd number of directors.

Board Meetings and Duties

The Board meets regularly and in accordance with the Brown Act. The Board is responsible for the operation and fiscal affairs of Nord Country School including, but not limited to, the following:

- Hiring and evaluating the Principal and Chief Business Officer of the School.
- Approving and monitoring the implementation of general policies of NCS, including personnel policies for career growth and compensation of staff.
- Developing and monitoring an operational business plan that focuses on student achievement.
- Approving and monitoring the NCS annual budget
- Acting as a fiscal agent.
- Contracting with an external auditor for an annual financial audit according to generally accepted accounting practices.
- Establishing an operational steering committee of parents, educators, and community business leaders.
- Monitoring of student achievement.
- Developing of Board policy and procedures.
- Reviewing of requests for out of state or overnight field trips.
- Participating in the dispute resolution procedure and complaint procedures when necessary.
- Approving of charter amendments.
- Approving of annual audits.
- Approving of personnel discipline
- Creating of committees as needed, including a personnel committee and an audit committee.

The NCS Board of Directors also addresses personnel issues related to the Principal. Personnel issues pertaining to other employees of NCS shall be addressed by the Principal.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with this charter or the purposes for which schools are established.

The Charter School shall comply with the Brown Act.

The Charter School has adopted a Conflict of Interest Code that complies with the Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

See Appendix G for the Conflict of Policy

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with

the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Principal

The Principal is the leader of Nord Country School. The Principal ensures that the curriculum is implemented in order to maximize student-learning experiences. The Principal reports directly to the Board. The Principal is responsible for the orderly operation of NCS and the supervision of all other employees at the school.

The Principal performs assigned tasks as directed by the NCS Governing Board and is required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure NCS enacts its mission
- Supervise and evaluate teachers and staff
- Communicate and report to the NCS Governing Board
- Oversee school finances to ensure financial stability
- Serve or appoint a designee to serve on any committees
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal
- Ensure compliance with all applicable state and federal laws
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Governing Board
- Complete and submit required documents as requested or required by the charter and/or Governing Board and/or District
- Identify the staffing needs of NCS and encourage, support and offer staff development as needed
- Ensure that appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing budgets, and timetables
- Hire qualified substitute teachers as needed
- Ensure the security of the school building
- Promote NCS in the community and promote positive public relations and interact effectively with media
- Provide all necessary financial reports as required for proper attendance reporting
- Present independent fiscal audit to the Charter School Board of Directors and, after review by the Board of Directors, submit audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education;

- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

Parental Involvement

Parents are a vital and important resource to the Charter School. Their participation as partners in the educational program and their support of the program's philosophy are critical. Parents are encouraged to volunteer at school and to support their students at home to achieve their maximum potential. Working together we can achieve educational excellence in the development of the whole child.

A separate Parent-Teacher Organization provides support for academic programs by organizing volunteer and service activities. These activities will focus on fostering community spirit, facilitating the transition of new families into the Charter School, promoting the school in the larger community, and fundraising.

Parents are given a Parent & Student Handbook every year which outlines the role NCS encourages our families to take in the educational process as it relates to assisting the Charter School, helping their student(s) with homework, attending parent meetings, and assisting in the fundraising activities of the Charter School. Sensitive to the busy schedules of parents, staff members and the PTO will explore ways-in which all parents can contribute to the program.

See Appendix H for Parent- Student Handbook

School Site Council

Nord Country School has a School Site Council comprised of teachers, parents and classified staff that works with the Administrator to develop, review and evaluate school improvement programs including proposed expenditures of funds allocated to the school through the Consolidated Application. The members of the site council are elected by their peers.

ELEMENT 5: Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the Charter School. Education Code Section 47605(b)(5)(E)

Administrator Qualifications

The Administrators of Nord Country School should possess leadership abilities, a comprehensive educational vision that is consistent with NCS' mission and educational program, skill in hiring and supervising excellent teachers, technology and data-analysis experience, and, if possible, business and legal experience.

The minimum criteria for administration candidates include:

- A B.A. degree or its equivalent,
- Relevant educational experience after college,
- Experience supervising certificated personnel
- Having positive references from the most recent places of employment, college or graduate school.

Chief Business Officer Qualifications

A Bachelor's of Science Degree in a Business Administration field is required. Related business experience is preferred for this position. The Chief Business Officer will possess the ability to complete and present complicated financial and attendance reporting to parents, constituents, staff and board members in a positive, professional manner both verbally and in writing. The Chief Business Officer will be responsible for all business reports.

Office Manager Qualifications

The Office Manager is responsible for overall front office activities. They should possess experience with administrative functions including operating standard office equipment, utilizing pertinent software applications, planning and managing projects and preparing and maintaining accurate records. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: having business telephone etiquette; understanding concepts of grammar and punctuation; being able to work with constant interruptions; being able to resolve conflict and establish and maintain effective working relationships.

As acting nurse aide the candidate shall also possess CPR and first aid certifications.

Teacher Qualifications

Nord Country School teachers adhere to California Education Code Section 47605(l), which states that, "Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold." These qualifications adhere to State Priority #1, sub priority A.

These documents shall be maintained on file at the charter school and are subject to periodic inspection by the chartering authority. It is the intent of the legislature that charter schools be given flexibility with regard to noncore, non-college preparatory courses.”

Nord Country School will focus on competency within the standards for the teaching profession. Teachers will also continue to:

- Integrate new, reliable research into methodology and curriculum as appropriate.
- Be able to be facilitators of learning rather than dispensers of knowledge and be sensitive to all students’ needs.
- Be creative and resourceful in their teaching method.
- Have a high level of commitment to the program and its philosophy.
- Have the ability to work collaboratively.
- Teachers will be flexible, resourceful and imaginative.

Credentials will be monitored on an ongoing basis by the Principal.

Since the intent of the Legislature that charter schools be given flexibility with regard to noncore, non-college preparatory courses, NCS may also employ non-certificated instructional staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated ability to work successfully in an instructional capacity.

Non-Certificated Qualifications

Non-teaching employees, including office staff, maintenance staff, and paraprofessionals serve in support roles to keep the whole school operating efficiently. All non-certificated classified staff shall have a high school diploma or equivalent, go through a background/fingerprint check and have TB clearance. All staff will be able to relate to students, parents, and other staff in a positive and professional manner and communicate effectively, both verbally and in writing.

Aide Qualifications

Aides shall possess experience working with students, preferably in a group setting. They will assist students in academic subjects, work effectively with students in classrooms and assist them in living skills. They will continue to assist in maintaining records and charts on individual students, attendance records, test scores and progress of student learning. All aides will be under the supervision of credentialed teachers.

ELEMENT 6: Health and Safety Procedures

General Law: The procedures that the Charter School will follow to ensure the health and safety of pupils and staff. These procedures will include the requirement that each employee of the Charter School will furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, the Charter School has adopted and implemented full health and safety policies and procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies are incorporated into the Charter School's student and staff handbooks and are reviewed on an ongoing basis by the School Principal and Board of Directors. The Charter School shall ensure that staff is trained annually on the health and safety policies.

The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

All enrolled students will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

CPR/First Aide Training

It is important for all staff to be prepared for health emergencies that may occur at school. Therefore, every two years CPR and First Aide training is provided to all employees in August before school starts.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

ELEMENT 7: Racial and Ethnic Balance

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G)

NCS has a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and the agencies that serve the various racial, ethnic, and interest groups represented in the district.
- Conduct outreach in several areas of the district to reach prospective students and parents.

An open enrollment policy will continue to maintain a diversified balance among students of NCS. We welcome any student regardless of race or ethnicity, religion, nationality, gender, gender expression, gender identity, disability, sexual orientation, or any other characteristic, that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics.

ELEMENT 8: Admission Requirements

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H)

NCS will continue to be non-sectarian in its programs, admissions policies—and all other operations. NCS does not charge tuition and does not discriminate on the basis of any characteristic described in Education Code Section 220.

NCS shall admit all pupils who wish to attend NCS. No test or assessment shall be administered to students prior to acceptance and enrollment into NCS. NCS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student registration form
2. Proof of immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, NCS will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Admission preference in the case of a public random lottery shall be given to the following students in the following order:

- Siblings of currently enrolled students
- Children of NCS staff members
- Students living in the Nord community
- Children of NCS alumni
- Any other residents of the District

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waiting list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

ELEMENT 9: Independent Financial Audit

Governing Law: The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code section 47605(b)(5)(I)

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The NCS Board of Directors will select an independent auditor and oversee the completion of the audit. The auditor will have, at a minimum, CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller and to the CDE by December 15th each year. The Principal, or the Principal's designee, along with an audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Charter School Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with the anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process contained in this Charter.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

See Appendix I for 2015 – 2016 Audit Report

ELEMENT 10: Suspension and Expulsions

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J)

Nord Country School's comprehensive student discipline policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, NCS has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that is included in the policy mirrors the language of Education Code Section 48900 *et. seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School Staff will continue to enforce disciplinary rules and procedures fairly and consistently amongst all students. This policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

The Principal or Principal's designee will continue to ensure that students and their parent/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this policy and administrative procedures are available on request at the Principal's office.

See Appendix J for the full Suspension and Expulsion Policy

ELEMENT 11: Retirement System

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K)

Nord Country School has the responsibility to provide retirement benefits to its employees. All full-time certificated employees participate in the State Teacher's Retirement System (STRS). Employees will contribute the required percentage and NCS will contribute the employer's portion. All withholdings from employees and from NCS will be forwarded to the STRS funds as required.

Eligible classified employees at NCS will participate in the Public Employee's Retirement System ("PERS"). All classified employees will participate in the federal Social Security system. Employees and NCS will contribute the required rate as designated by PERS and Social Security. All withholdings will be forwarded to the PERS fund and the IRS as required.

The Chief Business Officer is responsible for ensuring that arrangements for retirement coverage are made for all NCS employees.

ELEMENT 12: Public School Attendance Alternatives

Governing Law: The public school attendance alternative for pupils residing within the District who choose not to attend charter schools. Education Code Section 47605(b)(5)(L)

Nord Country School is a public school of choice. No student may be required to attend NCS. The students who reside within the District who choose not to attend NCS may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies.

Parents/guardians of each student enrolled in the Charter School will be informed on admission forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in NCS, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: Employee Return Rights

Governing Law: The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the District after employment at a charter school. Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(O)

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on the district, and (3) ensure a fair and timely resolution to disputes. and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

The staff and governing board members of NCS and CUSD agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising from Within the Charter School

Disputes arising from within NCS, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, community members, and governing board members of the Charter School, shall be resolved pursuant to policies and processes developed by the Charter School.

The districts shall not intervene in any such internal disputes without the consent of the Board of Directors of NCS for resolution pursuant to the Charter school's policies. The District agrees not to intervene or become involved in the dispute unless the dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the governing board of the Charter school has requested the district to intervene in the dispute.

Disputes Between NCS and CUSD

In the event NCS or CUSD have disputes regarding the terms of this charter or any other issue regarding the Charter school and the District's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between NCS and CUSD, Charter School staff, employees and governing Board members of the Charter school and District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and the Principal of NCS, or their designees. In the event that CUSD believes that the dispute relates to an issue that could lead to revocation of the charter, in accordance with Education Code Section 47607, this shall be specifically noted in the written dispute statement.

The Principal and District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business

days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the Superintendent of the District and the Principal, or their designees, and attempt to resolve the dispute.

If this joint meeting fails to resolve the dispute, the Superintendent and the Principal, or their respective designees, shall meet to jointly identify a neutral, third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Principal, or their respective designee. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and NCS. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and NCS.

Oversight, Reporting, Revocation, and Renewal

The Chico Unified School District may inspect or observe any part of the Charter School at any time, but shall provide reasonable notice to the Principal of NCS prior to any observation or inspection. CUSD shall provide such notice at least three working days prior to the inspection or observation unless the Charter School's Board or Principal agrees otherwise. Inspection, observation, monitoring, and oversight activities may not be assigned or subcontracted to a third party by CUSD without the mutual consent of the governing board of NCS.

If the governing board of CUSD believes it has cause to revoke this charter, the District agrees to notify the governing board of NCS in writing, noting the specific reasons for which the charter may be revoked, and grant NCS reasonable time to respond to the notice and take appropriate corrective action.

ELEMENT 15: Closure Procedures

Governing Law: The procedures to be used if the charter school closes. The procedure shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O)

NCS is operated by a non-profit public benefit corporation. Should the corporation dissolve with the closure of NCS, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

Documentation of Closure Activities

Closure of NCS will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

Notification of Closure

The Charter School will promptly notify parents and students of NCS, the District, the Butte County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g. PERS, STRS), and the California Department of Education of the closure as well as the effective date of the closure. This notice will include the names of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which will be provided to the entity responsible for closure-related activities.

Student and Charter School Records

As applicable, NCS will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of students records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. §1232g. The Charter School will ask the District to store original records of Charter School Students. All records of the Charter School shall be transferred to the District upon NCS closure. If the District will not or cannot store the records,

NCS shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

Financial Close-Out

As soon as reasonably practical, the Charter School will prepare final financial records. NCS will also have an independent audit completed within six months of closure. NCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by NCS and will be provided to CUSD promptly upon its completion. The final audit will include an accounting of all financial assets including: cash and accounts receivable; an inventory of property, equipment, and other items of material value; an accounting of the liabilities, including accounts payable; any reduction in apportionments as a result of audit findings or other investigations; loans; unpaid staff compensation; and an assessment of the disposition of any restricted funds received by or due to NCS.

NCS will complete and file any annual reports required pursuant to Education Code section 47604.33.

Dissolution of Assets

On closure of NCS, all assets, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by the students attending NCS, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled “Relief for Certain Participants in § 414(d) Plans” or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon NCS closure. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School. As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies. The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

See Appendix K for Budget information

Miscellaneous Charter Provisions

A. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation Education Code Section 47605(g).

In Appendix L, please find the NCS budget, including cash flow and financial projections for the next three years of operation. These documents are based upon the best data available to NCS at this time, including the most recent Local Control Funding Formula projections.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

- By June 15th, a preliminary budget for the next fiscal year
- By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of NCS's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Insurance

The Charter School shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the District and the Charter School's insurer. The District Board of Education shall be named as an additional insured on all policies of the Charter School.

C. Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development through its own staff or through an appropriately qualified third-party contractor.

D. Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g)

NCS occupies the previous Nord Elementary School site located at 5554 California Street, Chico, CA 95973. As this site is the only school site located in Nord and the purpose of NCS is to maintain an education option in the Nord community, while at the same time providing a valuable education alternative for the Chico Community and beyond, these facilities are an integral part of our charter.

District Facilities include four (4) classrooms, a multipurpose room, an office area, and six (6) bathrooms. In addition, the Charter School owns ten (10) classrooms and a portable bathroom. The site also includes a blacktop play area, basketball courts, a playground area with climbing structures, slides and swings, a playfield and a school garden.

Facilities are currently acquired from the District through a Facilities Use Agreement with a term of five years, to coincide with the schools' charter term.

E. Oversight and Reporting

Pursuant to California law, the District is required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes and considering charter amendment and renewal requests. In accordance with

Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of NCS not to exceed one (1) percent of the revenue of NCS. The District may charge up to three (3) percent of the revenue of NCS if NCS is able to obtain substantially rent free facilities from the district. Pursuant to Education Code Section 47613(f), “revenue of the charter school” is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

F. Potential Civil Liability Effects

Governing Law: Potential civil liability effect, if any, upon the school and upon the District.

Education Code Section 47605(g).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of the Charter school.

Further, The Charter School and the District shall enter into a memorandum of understanding wherein NCS shall indemnify the District of the actions of NCS under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the NCS Board, officers, agents, and employees. The Charter School shall purchase and maintain general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts are determined by recommendation of the District and the Charter School’s insurance company for schools of similar size, location, and student population. The District is named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein including screening of employees, establishing codes of conduct for students, and dispute resolution.

Nord Country School

Parent Student Handbook



The Board of Directors and the staff at Nord Country School welcome you and your child. This handbook is designed to help you and your student(s) get acquainted with NCS. We hope that it will serve as a useful reference to you while your child is enrolled here.

5554 California Street, Chico, CA 95973
(530) 891-3138

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School Beliefs

- High expectations yield greater results.
- The family is the primary influence in the development of the person.
- Learning is a lifelong process.
- Hard work and perseverance develop character and are a foundation for success.
- Tolerance and respect of diversity are essential for a healthy, cohesive society.
- Learning is maximized when instruction is personalized.
- Developing the whole person enriches both the individual and society.

School Mission

The mission of Nord Country School is to educate students in a small school environment where they are in close association with caring teachers, staff, parents and community members. Students will receive a quality academic foundation based on core curriculum standard. Students will become self-motivated, life-long learners who are tolerant of differences, and cooperative with others. They will acquire the technological skills and global awareness necessary to succeed in a changing world.

Teachers

Lexie Aceves – Kindergarten
Sheila Koester – 1st Grade
Monica Hill – 2nd Grade
Allison Chang – 3rd Grade
Nikki Valine – 3rd Grade
Sara Cervantes – 4th Grade
Amber Sterling – 5th Grade
Kelli Ruley – 6th Grade
Miguel Rosso – 7th Grade
Sheena Sloan – 6/7/8 Grade Science
Juana Diaz – Special Education
Monique Dey – Language Arts
Bri Kerr – Spanish & Art
Gabby Perez – Spanish (6th – 8th Grades)
Nicole Jarmush – Speech

Staff

Kathy Dahlgren – Principal
Stephanie Hammons – Office Manager
Jesse Meza – Facilities Manager
Lesleigh Brunelle – Instructional Aide K
Katy Orchid – Instructional Aide 1st
Jeannine Miller – Instructional Aide
Angel Peterson – Intervention Aide
Melissa Maderos – Intervention Aide
Megan Sathrum – Intervention Aide
Diane Stanfield – Library Aide

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Board of Directors

Richard Aguilera – President
Kristy Dailey – Vice President
Roy Roney – Treasurer
Lexie Aceves – Co-Secretary
Janet Ellner – Co-Secretary
Tom Williams
Sheila Koester
Jillian Damon
Kristin Staup

Daily Schedule

ARRIVAL	7:00 8:00	Before School Program School Starts K – 8 th Grades
RECESS	10:00 - 10:20 10:20 - 10:40 10:50 - 11:00	K - 2 nd Grades - Snack Recess 3 rd - 5 th Grades - Snack Recess 6 th - 8 th Grades - Break
LUNCH	11:45 12:05 12:30 12:30 12:50 1:00	K - 2 nd Eat then out to play 3 rd - 5 th Eat then out to play 6 th - 8 th Eat K – 2 nd Grade classes resume 3 rd – 5 th Grade classes resume 6 - 8 th Grade classes resume
DISMISAL	2:30 2:45 3:00	K - 1 st Grades 2 nd - 5 th Grades 6 th - 8 th Grades

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After School Program

Nord Country School contracts with Butte County Office of Education for the After School Program. This program takes over as soon as school lets out and continues until 6:00 pm. It is necessary to fill out an application each year you want your student(s) to participate in this program.

Middle School Students will be staying at the Middle School area of the campus during the After School Program.

If you have any questions, comments or concerns please call the After School Program at 990-0665. The ASP Coordinator this year is Lisa Lawrie.

Arrival

The Before School Program begins at 7:00 am. Students must go to the cafeteria if they arrive between 7:00 and 7:30. Students arriving after 7:30 may go play outside until school starts at 8:00.

Middle School Student arriving after 7:30 will go up to the middle school campus.

Attendance

Regular school attendance is essential to satisfactory progress. Therefore, we expect students to arrive at school on time every day. It is the parents' responsibility to notify the school of the dates, duration, and reason for each absence. This can be done by phoning the school office at 891-3138 or by sending in a note explaining the reason for the absence.

Much of the Middle School curriculum consists of simulations, group activities, videos, discussions, etc. that cannot be repeated if the student is not present in class. If your student is going to be absent from class, it is his or her responsibility to seek his or her teacher(s) for any missed assignments and or class notes. All absent work must be completed within 5 days of the child's return.

A student who is absent without a valid excuse for more than three days shall be declared truant and the parents will be notified.

Student tardiness can also be a serious problem. It deprives the student of valuable instructional time and interrupts the teacher and the class. Tardiness is recorded and parents will be notified if it becomes excessive.

Students leaving campus early for any reason must be signed out in the office.

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Bus Transportation

Nord Country School contracts with Bidwell Cabs 4 Kids to provide bus transportation to and from school on a space available basis. Please check with the office for information on routes, pick up and drop off times as well as availability.

Cell Phones

Cell phones are expensive and easily broken. They also can become a source of dispute or conflict. If a student brings a cell phone to school it is to be kept in the student's backpack and should not be brought out at any time of the school day. If cell phone usage becomes a problem, it will be taken away and returned to the student at the end of the day. Nord Country School provides no guarantee that these items will be safe at school.

Communication

We believe that effective communication between the family and the school enhances the education of each child. There are ways to help make sure you stay informed of school activities and events.

The Nighthawk Newsletter is our main written communication link with parents. This is sent home with each student every other Monday. The purpose of the Newsletter is to keep parents informed of what is happening at Nord Country School. If you are not receiving your Newsletter, please ask your student about them.

Parent conferences are held for parents of every student in grades K – 5th at the end of the first trimester. Other conferences may be scheduled as needed. Parents are encouraged to confer with teachers whenever there are questions about student academic progress or behavior.

Much of the Middle School curriculum consists of simulations, group activities, videos, discussions, etc. that cannot be repeated if the student is not present in class. If your student is going to be absent from class, it is his or her responsibility to seek his or her teacher(s) for any missed assignments and or class notes. All absent work must be completed within 5 days of the child's return.

From time to time, other notices will be sent home with students. Some will require answers, others will not. Please help us in our effort to impress upon students the importance of bringing these notices and bulletins home so you can stay informed.

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Diploma Requirements

In order to receive a diploma, students must meet the following requirements:

Student must not fail any class in 8th grade

Student must pay all outstanding fees

Student must turn in all textbooks, lock, and clean out their locker

In order to be eligible for all graduation activities, students must follow all academic and discipline policies. Students who receive a suspension in the last trimester may or may not be able to participate in one or more graduation activities.

Detention

Detention may be assigned for incomplete school work and/or misconduct. Supervised detention is served after school for 45 minutes from 3:15 – 4:00. A detention form will be sent home at least 24 hours before the detention is to be served. The form must be signed by a parent/guardian and returned to school the next day. Students may have the opportunity to work on missed assignments,

Discipline Plan

In order to ensure a quality learning experience for all the students at Nord Country School, the following discipline plan has been developed. We feel that each student at Nord is entitled to a safe and respectful school environment. We believe that all of our students can behave in a manner appropriate to school, and that each student will be held accountable for behavior that disrupts or inhibits the educational process. The overarching rules for behavior are as follows:

Be Respectful

Be Responsible

Be Safe

We believe in providing positive reinforcement for good behavior. Positive reinforcement includes giving golden tickets, commendations and/or giving special rewards.

Behavior that intentionally causes injury to another person is cause for immediate referral or suspension from school. Referrals are due back to school the following day with a parent signature.

Please review the matrix below with your student(s) to help them become aware of the behavior expectations.

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Behavior Matrix

	Playground / Recess	Library	Cafeteria	Bathrooms	Classroom	Office	Assemblies	Garden
Be Respectful	<ul style="list-style-type: none"> *Follow all staff directions first time given *Use kind words and actions *Include everyone *Respect others personal space 	<ul style="list-style-type: none"> *Follow all staff directions first time given *Use kind words and actions *Use quiet voices *Treat books appropriately *Remove hats. 	<ul style="list-style-type: none"> *Follow all staff directions the first time given *Use appropriate language and volume *Respond quickly to quiet signals. *Be polite to others. *Remove hats. 	<ul style="list-style-type: none"> *Respect the privacy of others *Get in and out as quickly as possible *Use appropriate language & volume *Keep the bathrooms clean. 	<ul style="list-style-type: none"> *Follow all staff directions first time given *Respect others, all staff and property *Use appropriate language and volume. 	<ul style="list-style-type: none"> *Approach the desk and address the staff politely *Wait quietly *Say please, thank you, and excuse me *Remove hats 	<ul style="list-style-type: none"> *Follow all staff directions first time given *During salute, hands on heart and eyes on flag *Respond quickly to quiet signal *Listen when others are speaking 	<ul style="list-style-type: none"> *Follow Ernie's directions first time given *Use designated walkways
Be Responsible	<ul style="list-style-type: none"> *Put all equipment away *Use restrooms and get drink before bell *Take personal belongings to class *Put trash in garbage 	<ul style="list-style-type: none"> *Use shelf marker appropriately. *Return all books on time 	<ul style="list-style-type: none"> *Remain seated and wait to be excused *Clean up after yourself *Keep all food in the cafeteria. *Stack trays neatly 	<ul style="list-style-type: none"> *Flush the toilet. *Report problems. *Throw paper towels in the garbage 	<ul style="list-style-type: none"> *Be on time. *Be prepared. *Take care of your personal belongings. *Clean up after yourself. 	<ul style="list-style-type: none"> *Tell the truth *Show your office pass *Return ice packs and rice packs 	<ul style="list-style-type: none"> *Be on time *Pay attention 	<ul style="list-style-type: none"> *Pick only what Ernie &/or Mark allow *Wipe your shoes before going back to class *Put your bag of food in your locker
Be Safe	<ul style="list-style-type: none"> *Keep hands, feet and objects to yourself *Use equipment and materials properly *Walk on the blacktop *Freeze at the bell, walk to class at the whistle. 	<ul style="list-style-type: none"> *Keep hands, feet and objects to yourself *Sit in chairs appropriately. 	<ul style="list-style-type: none"> *Keep hands, feet and objects to yourself *Stand appropriately in line *Keep all food to yourself *Sit on benches appropriately *Walk at a safe pace 	<ul style="list-style-type: none"> *Wash hands with soap *Keep feet on floor 	<ul style="list-style-type: none"> *Keep hands, feet and objects to yourself *Use classroom materials appropriately *Sit in seat safely 	<ul style="list-style-type: none"> *Sit in seat safely *Wait patiently 	<ul style="list-style-type: none"> *Keep hands, feet and objects to yourself *Sit or stand appropriately 	<ul style="list-style-type: none"> *Keep hands, feet and objects to yourself *Use tools appropriately *Go into the garden only when Ernie is there

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Dress Guidelines

Appropriate clothes should be worn at school at all times. Inappropriate apparel includes clothing that compromises safety or is disruptive and/or distracting to the school environment and instructional process. Our dress code is simple.

No bare midriffs.

No undergarments showing

No spaghetti strap tops or dresses for students above 2nd grade – straps should be a minimum of 1" wide

No short shorts or skirts – hem should hit between the palm and fingertips (case by case basis). Younger students should wear shorts under their skirts.

No clothing that contains inappropriate graphics or messages.

No flip-flop sandals or sandals that leave most of the foot exposed.

High heeled shoes are strongly discouraged.

No sagging pants that expose underwear.

The school will inform parents in the event that a student's dress or grooming is not appropriate for school. They will be asked to either take the child home to change or bring a change of clothes for him/her.

Staff reserves the right to determine appropriateness of clothing on a case by case basis.

Electives

Middle School students are able to choose two electives each semester. Some electives are semester long while others are yearlong. Students will pick their first, second and third choice between those offered. While every attempt will be made to fulfill a student's first choice, it is not guaranteed.

Emergency Information

A new emergency card is sent home every year on the first day of school for you to fill out and return to the office. In case of illness or injury to a student, every effort will be made to contact the parent by telephone. It is important that your home and business phone numbers as well as emergency numbers are kept current at all times.

Please report changes of phone number or address immediately to the school office.

It is important to tell your child when he/she leaves in the morning if you expect to be away from home for any length of time during the school day. Please see that the office has a number to call in emergencies when you cannot be reached.

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If you need to contact your child or take him from school during the school day, please come to the school office to sign him out. We will not release any student to anyone except the parents or legal guardian or emergency contact persons listed on the student's emergency card. The office manager, Mrs. Hammons, will ask for identification if she doesn't know the person asking to sign out a student.

Lockers

School lockers are provided for students in grades 2 – 8. Lockers are the property of Nord Country School. Teachers and staff reserve the right to revoke locker use if a student:

- Vandalizes locker or other property of Nord Country School
- Intrudes on others' personal belongings
- Keeps an excessively messy locker

No locks are allowed on lockers for 2nd – 5th graders. For 6th – 8th graders, locks will be supplied by the school and must be returned at the end of the year.

Students need to empty their locker daily. No food should be stored in lockers overnight. Staff is allowed to look in any student's locker at any time should they deem it necessary. Please help your student understand the importance of bringing their items home on a nightly basis.

Lost and Found

Small items of value, such as glasses, jewelry, money, etc., should be taken to the office when found, and may be claimed there upon identification.

Other articles such as clothing, backpacks, etc., are taken to the cafeteria where students may look for and claim them.

It is very helpful if students' names are written on or sewn in articles of clothing to enable prompt return to the rightful owner. Unclaimed clothing is bagged up and sent to social agencies at the end of each grading period. Please check the lost and found occasionally.

Meals

The Nord Country School cafeteria serves breakfast daily for \$1.50 and lunch with milk daily for \$2.60 and milk, juice or water only for \$.50 per day. Students and/or parents may pay Miss Debbie in the cafeteria or pay in advance through the nutrition services department at Chico Unified School District.

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Nord Country School participates in the National School Lunch Program. Information on qualifying for Free and Reduced Price Meals and an application was mailed home to each family in August. If you have not returned the application please do so as soon as possible. Some of our funding is based on the number of students in this program. Please return the form even if you don't think your child will be eating hot breakfast/lunch. It is possible to apply to the program at any time throughout the year should your income change.

Minimum Days

The fourth Tuesday of **most** months is a minimum day (**please check the school calendar**). School is dismissed for all grades at 12:50. The After School Program takes over at that time. On minimum days, you may pick up your child/children at 12:00 when lunch starts if you would like. If your child is not signed up for the After School Program you need to pick them up by 1:00. Due to staff development time, there will be no supervision after 1:00.

The bus runs at the normal time on minimum days.

P.E.

All students have PE twice a week. It is important for parents to remember which days their child has PE so that the appropriate play clothes and shoes are worn.

For Middle School students, PE is scheduled on Mondays and Wednesdays. Students are expected to change each day in order to participate fully in the physical education program. Students will be provided a PE shirt. Shorts or sweat pants will be needed as well as appropriate shoes. Dressing down will be a part of the overall PE grade.

Report Cards

Report cards come out at different times depending on the grade level.

Kindergarten – 5th graders: report cards will be issued at the completion of each trimester. Grades are reported as numbers.

- 1 = Far Below Standards
- 2 = Below Standards
- 3 = Approaching Standards
- 4 = Meets or Exceeds Standards

Grading Periods

1 st Trimester:	August 17 – November 4	57 days
2 nd Trimester:	November 7 – March 3	60 days
3 rd Trimester:	March 6 – June 6	59 days

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Middle School uses California State Standards based on an A – F report card for all classes, including electives and PE. For Study Hall and Independent Work classes, students will receive Credit (CR) or No Credit (NCR).

- A = Excellent
- B = Above Average
- C = Average
- D = Below Average
- F = Failing

Progress Reports will be issued at the end of the 1st and 3rd quarters. This is so that parents can see the progress their student is making half way through the semester. Report cards will be issued at the completion of each semester. These are the final semester grades. At any time parents may log in to the parent portal to check on student progress including missing assignments.

Grading Periods

1 st Quarter	August 17 – October 14
2 nd Quarter/1 st Semester	October 17 – January 13
3 rd Quarter	January 17 – March 31
4 th Quarter/2 nd Semester	April 3 – June 6

Rules for Behavior

Cafeteria Rules

1. Stand in line quietly while waiting to be served.
2. Talk quietly at your own table.
3. Keep hands, feet and objects to self.
4. Raise hand to be excused.
5. Clean up your area when you are excused
6. No sharing food

Playground Rules

1. Walk on the sidewalks, blacktop area and climbing structure. Running is only permitted on the grass fields.
2. Contact games are not allowed. (No tackling, wrestling, piling on, riding piggy back, or other dangerous activities).
3. No exclusion from all activities
4. Students may not climb trees, poles, backstops, backboards, drainpipes, or fence.
5. Ask teacher for permission to leave playground to retrieve a ball.

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6. Rubber playground balls are not to be kicked.
7. Play equipment must be used in a safe and appropriate manner
 - a. Bars: Students must always have two hands on the bars
 - b. Slide/Playground Structure: Slide down on bottom, feet first. Be patient. Take turns
 - c. Swings
 - i Remain seated in swing
 - ii Keep both hands on chain
 - iii Swing forward and back (never sideways)
 - iv Jumping out is prohibited while swing is in motion.
 - v When waiting a turn, count to 100 (1 alligator, 2 alligator, 3 alligator, etc.)
 - vi Always consider SAFETY FIRST

Bicycle/Skateboard Rules:

1. Students who ride their bicycles/skateboards/in-line skates to and from school must obey all traffic laws. Helmets are mandatory when riding a bike.
2. All bicycles must be parked in the bike racks. Please make arrangements with your teacher regarding boards or skates.
3. Bikes are not to be ridden on campus.

Restroom Rules:

1. Students may not play, loiter, read, study, eat, or do school work in the restrooms.
2. Students should take care not to waste paper supplies in restrooms.
3. Only three students may be in any restroom at one time unless otherwise asked by a Teacher

Other General Rules:

1. Students may arrive at school no earlier than 7:00 a.m. At dismissal time, students are to go home unless they are going to the After School Program.
2. Students must have an office pass to go to the office.
3. The office phone is for school business only. Social arrangements must be made at home prior to school.
4. Students may not leave the school grounds during the school day without permission from the school.
5. Students may enter a classroom only if the teacher is present.
6. Shoes must be kept on at all times unless students are directed to remove them by a teacher.
7. Chewing gum is not allowed at school unless permitted by the teacher
8. Morning snack will be eaten in designated areas. No food is permitted on the playground.
9. Cursing, swearing, using abusive language or gestures is not permitted at any time.
10. Spitting spreads disease and is not permitted at any time.

ALWAYS REMEMBER TO KEEP HANDS TO YOURSELF AT ALL TIMES

Nord Country School Parent-Student Handbook

5554 California Street, Chico, CA 95973

(530) 891-3138

Speech

Nord Country School has a Speech Therapist available one day per week. Students may be referred for screening by the classroom teacher. A meeting with the Speech Therapist, the general education teacher, the principal and the parent(s) will occur before a child is included in this program. The Speech Therapist is available for a conference by appointment. Please call the school office at 891-3138.

Sports

The goal of the Nord Country School Athletic program is to develop the skills of players so that those who wish to play high school sports are prepared. We strive to have a strong and competitive athletic program while enjoying good sportsmanship and fun!

Our hope is to have a girls volleyball team and a co-ed flag football team that play in the fall, both a boys and a girls basketball team that plays in the winter months and a co-ed softball team that plays in the spring.

Coaches will have a meeting before each season begins to share information with students and families.

Student Health

Illness or Injury: Children should not be sent to school if they appear ill, have a temperature, or have other symptoms of illness. Children should remain at home until their health permits them to participate in all school activities.

The school has no way of caring for an ill or injured child other than to provide necessary first aid and an area where an ill or injured child may wait until his or her parents arrive. Our school Health Aide handles first aid and will be calling you if your child is ill or injured and needs to go home. She is not qualified to make diagnoses or to treat injuries.

Please make sure that the emergency contact form you filled out at registration is kept current. We will always try to contact parents first and then those noted on the emergency contact form.

Medicines: Medicines, whether they be prescription or over-the-counter, may not be brought to school without a Medicine Authorization Form completed and signed by a physician.

School staff cannot be responsible for dispensing any medication, even aspirin, without this form. If your child must take medication during school hours, it must be brought to the office in the original container, with the signed form from the prescribing physician.

Nutrition In order for your children to learn as best they can each day, they require a nutritious, well-balanced diet. Please make every effort to feed your child a nutritious

Nord Country School Parent-Student Handbook

5554 California Street, Chico, CA 95973

(530) 891-3138

breakfast each day before school. NCS provides a healthy snack to all our students during the first recess. Sharing of food is not allowed. Gum is also not allowed at school unless given specific permission by their teacher.

Sleep: It is very important for your child to get the appropriate amount of sleep. As active, growing individuals, children require anywhere from 8 – 12 hours of sleep nightly. A routine is often helpful in making sure children get enough sleep. Please set a regular bedtime for your child and enforce it consistently, even on the weekends.

Immunizations: To ensure a safe learning environment for all students, NCS strictly follows and abides by the health standards set forth by the State of California. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines must be excluded from school until the requirements are met.

Screenings: Hearing and vision screening is conducted for students in 2nd, 5th, and 7th grades

Suspension and Expulsion

The following behaviors may result in immediate suspension:

- Causing, attempting to cause, or threatening to cause physical harm to another person.
- Fighting and/or biting
- Disrupting school activities
- Defying the valid authority of a teacher, administrator, or other adult at the school
- Stealing or attempting to steal school or private property.
- Committing an obscene act or engaging in habitual profanity or vulgarity
- Sexual harassment or other verbal, visual, or physical conduct of a sexual nature.
- Using hate language

If a child is suspended, the parent/guardian will be called and a letter will be sent home with the child stating the specific education code the student violated, where the suspension will take place and for how long.

Any student who is in possession of a firearm will be recommended for expulsion from school

Textbooks

Textbooks are provided free on a loan basis. Students will be held accountable for their care and return. If a book is lost or damaged, the student is responsible for the book. All books are accounted for at the end of the school year or when a student transfers. Textbooks are expensive, most are in the \$70.00-\$120.00 range. Students are encouraged to take very good care of their books.

Nord Country School Parent-Student Handbook

5554 California Street, Chico, CA 95973

(530) 891-3138

Visitations

Parents are encouraged and welcomed to visit their children's classrooms.

ALL VISITORS AND VOLUNTEERS MUST COME TO THE OFFICE TO SIGN IN AND OBTAIN A VISITOR BADGE BEFORE GOING TO A CLASS.

Children of friends or relatives visiting your home are not permitted to attend school nor visit classrooms during school hours.

Volunteers

Parent involvement in the instructional program is encouraged. Volunteers may assist in the classroom, in the library, on field trips, and/or at home preparing materials for use at school. Parents who are interested in being a volunteer should contact the classroom teacher. Pre-school age children should not be brought to school when parents volunteer in the classroom.

What Not To Bring To School

KNIVES, GUNS, OTHER WEAPONS: It is against the law for students to bring these items to school.

TOYS: Toys are out of place in the classroom and should be left at home unless they are brought for sharing with the consent of the teacher. If your child brings a toy for sharing it should be kept in a safe place by the teacher and not played with on the school grounds.

ELECTRONIC GAMES, MP3 PLAYERS, CELL PHONES: These items are expensive and easily broken. They can also become a source of dispute or conflict. If brought to school they may be taken and held in the school office to await parent pick-up.

PLAY EQUIPMENT: The school has a supply of play equipment which should be adequate for student use. Please don't bring any equipment from home, as it causes problems on the playground.

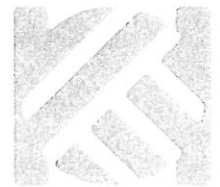
Nord Country School is prohibited from discriminating on the basis of sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender identity and gender expression), national origin (including language use restrictions and possession of a driver's license issued under Vehicle Code section 12801.9), ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, military and veteran status or any other basis protected by federal, state or local law or ordinance or regulation.

Nord Country School

Chico, California

**FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION
WITH INDEPENDENT AUDITORS' REPORTS**

June 30, 2016



**K · C O E
I S O M**

Nord Country School
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June 30, 2016

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INDEPENDENT AUDITORS' REPORT

To the Board of Directors
Nord Country School
Chico, California

Report on the Financial Statements

We have audited the accompanying financial statements of Nord Country School (the Charter School), a nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2016; the related statements of activities and cash flows for the year then ended; and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Charter School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

INDEPENDENT AUDITORS' REPORT

(Continued)

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Charter School as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Other Matter

Our audit was conducted for the purpose of forming an opinion on the financial statements taken as a whole. The accompanying Schedule of Average Daily Attendance and Schedule of Instructional Time are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from, and relates directly to, the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements, or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

The Local Educational Agency Organization Structure has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 6, 2016, on our consideration of the Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance, and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control over financial reporting and compliance.

KCoe Jam, LLP

December 6, 2016
Chico, California

FINANCIAL SECTION

Nord Country School
STATEMENT OF FINANCIAL POSITION

June 30, 2016

ASSETS

Current Assets

Cash and cash equivalents	\$	786,508
Accounts receivable		6,974
Due from federal government		3,977
Due from state government		160,296
Due from local governments		9,928

Total Current Assets 967,683

Property and Equipment

Net of accumulated depreciation 1,029,911

TOTAL ASSETS \$ 1,997,594

LIABILITIES AND NET ASSETS

Current Liabilities

Current maturities of note payable	\$	27,712
Accounts payable		10,044
Due to grantor government		4,917
Accrued payroll liabilities		38,991
Refundable advances		516
Amounts held in trust for others		4,167

Total Current Liabilities 86,347

Long Term Debt

Note payable - net of current maturities 319,628

Total Liabilities 405,975

Net Assets

Unrestricted	1,463,508
Temporarily restricted	128,111

Total Net Assets 1,591,619

TOTAL LIABILITIES AND NET ASSETS \$ 1,997,594

The accompanying notes are an integral part of these financial statements.

Nord Country School
STATEMENT OF ACTIVITIES

Year Ended June 30, 2016	Unrestricted	Temporarily Restricted	Total
Revenue and Other Support			
Local control funding formula sources	\$ 1,255,710	\$ -	\$ 1,255,710
State revenue	134,390	303,775	438,165
Federal revenue	-	70,870	70,870
Interest and investment earnings	1,138	-	1,138
Contributions	78,019	-	78,019
Other local revenue	27,220	-	27,220
Net assets released from restrictions	297,960	(297,960)	-
Total Revenue and Other Support	1,794,437	76,685	1,871,122
Expenses			
Program services:			
Instruction	881,021	-	881,021
Instruction-related services	220,340	-	220,340
Pupil services	86,708	-	86,708
Plant services	248,159	-	248,159
Other outgo	4,359	-	4,359
Transfers between agencies	3,255	-	3,255
Total Program Services	1,443,842	-	1,443,842
Supporting services:			
General administration	135,950	-	135,950
Total Expenses	1,579,792	-	1,579,792
Change in Net Assets	214,645	76,685	291,330
Net Assets - Beginning of Year	1,248,863	51,426	1,300,289
Net Assets - End of Year	\$ 1,463,508	\$ 128,111	\$ 1,591,619

The accompanying notes are an integral part of these financial statements.

Nord Country School
STATEMENT OF CASH FLOWS

Year Ended June 30, 2016

CASH FLOWS FROM OPERATING ACTIVITIES	
Change in net assets	\$ 291,330
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	29,854
Changes in:	
Accounts receivable	65
Due from federal government	154
Due from state government	(131,687)
Due from local governments	1,400
Prepaid expenses	1,400
Accounts payable	(30,174)
Due to grantor government	4,917
Accrued payroll liabilities	(7,817)
Due to state government	-
Refundable advances	(74)
Amounts held in trust for others	1,464
NET CASH PROVIDED BY OPERATING ACTIVITIES	160,832
CASH FLOWS FROM INVESTING ACTIVITIES	
Acquisition of property and equipment	(596,353)
CASH FLOWS FROM FINANCING ACTIVITIES	
Proceeds from note payable	195,000
Proceeds from charter school facility grant loan	77,537
Payments on note payable	(25,197)
NET CASH USED BY FINANCING ACTIVITIES	247,340
Net Decrease in Cash and Cash Equivalents	(188,181)
Cash and Cash Equivalents - Beginning of Year	974,689
Cash and Cash Equivalents - End of Year	\$ 786,508

The accompanying notes are an integral part of these financial statements.

Nord Country School

NOTES TO THE FINANCIAL STATEMENTS

1. SIGNIFICANT ACCOUNTING POLICIES

The following is a summary of significant accounting policies followed in the preparation of the financial statements.

Organization Nord Country School (the Charter School), is a nonprofit public benefit corporation, which receives its principal funding from the California Department of Education and Chico Unified School District, in lieu of local property taxes, to operate a classroom-based instruction program for students in kindergarten through grade seven, primarily in Chico, California. Chico Unified School District is the sponsoring local educational agency of the Charter School.

Basis of Presentation The financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Net assets, revenues, and expenses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the Charter School, and changes therein, are classified and reported as follows:

Unrestricted Net Assets: Net assets that are not subject to donor-imposed stipulations.

Temporarily Restricted Net Assets: Net assets subject to donor- and grantor-imposed stipulations that may or will be met, either by actions of the Charter School and/or the passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Permanently Restricted Net Asset: Net assets subject to donor-imposed stipulations that the net assets be maintained permanently by the Charter School. The Charter School has no permanently restricted net assets.

Cash and Cash Equivalents The Charter School considers all highly liquid investments with an initial maturity of three months or less to be cash and cash equivalents.

Accounts Receivable and Due From Federal, State, and Local Governments Accounts receivable represent amounts due from private persons, firms, or corporations based on contractual agreements or amounts billed but not received as of June 30, 2016. Amounts due from federal, state, and local governments include entitlements and grants from federal, state, and local governments that the Charter School has earned or been allocated, but has not received as of June 30, 2016. Management believes that all receivables are fully collectible.

Property and Equipment Property and equipment that are purchased for \$5,000 or greater are recorded at cost and depreciated over their estimated useful lives using the straight-line method. Depreciation is computed on a straight-line basis over the estimated useful lives of buildings (10 to 20 years), land improvements (10 to 20 years), and equipment (7 years). At the time property and equipment are retired or otherwise disposed of, the cost and the related accumulated depreciation are adjusted, and any gain or loss on disposal is included in the statement of activities.

Nord Country School
NOTES TO THE FINANCIAL STATEMENTS
(Continued)

Income Taxes The Charter School is exempt from federal income tax under Section 501(c)(3) of the *Internal Revenue Code* and Section 23701(d) of the *California Revenue and Taxation Code*. The Charter School is not a private foundation under Section 509(a)(2). The Charter School has not entered into any activities that would jeopardize its tax-exempt status. Accordingly, no provision for income taxes is required.

The Charter School files exempt organization returns in the U.S. federal and California jurisdictions. The federal returns for the tax years 2013 and beyond, and California returns for tax years 2012 and beyond, remain subject to examination by the taxing authorities.

The Charter School accounts for income taxes in accordance with Financial Accounting Standards Board (FASB), Accounting Standards Codification (ASC) 740, *Income Taxes*, which clarifies the accounting for uncertainty in income taxes recognized in the Charter School's financial statements and prescribes a recognition threshold and measurement of a tax position taken, or expected to be taken, in a tax return. FASB ASC 740 also provides guidance on derecognition and measurement of a tax position taken or expected to be taken.

Estimates The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Subsequent Events Management has evaluated subsequent events through December 6, 2016, the date the financial statements were available to be issued.

2. PROPERTY AND EQUIPMENT

Property and equipment consisted of the following:

June 30, 2016	
Buildings and improvements	\$ 730,424
Site improvements	163,100
Equipment	13,479
Work in progress	329,663
Subtotal	1,236,666
Less: Accumulated depreciation	206,755
Property and Equipment - Net	\$ 1,029,911

Depreciation expense amounted to \$29,854 for the year ended June 30, 2016.

Nord Country School
NOTES TO THE FINANCIAL STATEMENTS
(Continued)

3. NOTE PAYABLE

In May 2015, the Charter School entered into an agreement to borrow up to \$295,000 from Northern California National Bank at 1.75% per annum. The note calls for monthly payments of \$2,687, including interest. The amount of interest cost incurred during the year ended June 30, 2016, was \$4,359, all of which was charged to expenses. The note is secured by certificates of deposit which are included in the Charter School's cash and cash equivalents.

The note payable matures as follows:

Year Ending June 30	
2017	\$ 27,712
2018	28,207
2019	28,712
2020	29,217
2021	29,748
Thereafter	126,207
Total	\$ 269,803

4. CHARTER SCHOOL FACILITY GRANT LOAN

In April 2016, the Charter School received advanced funding for construction and rehabilitation projects to the school facilities through Charter School Facilities Program. Upon completion of the projects, the program allows the Charter School to pay back the loan in annual installments over a period of up to 30 years. Repayment of the loan will begin one year from the date of occupancy. The Charter School has four years to complete the projects. The outstanding balance as of June 30, 2016, was \$77,537.

5. OPERATING LEASE

The Charter School entered into a lease for a copier with a lease term in excess of one year. The agreement does not contain a purchase option. Future minimum lease payments are as follows:

Year Ending June 30	
2017	\$ 4,395
2018	\$ 4,395
2019	\$ 4,395
2020	\$ 4,395

The Charter School will not pay any contingent rentals nor receive any sublease rental revenues for this equipment. Lease expense amounted to \$4,217 for the fiscal year ended June 30, 2016.

Nord Country School

NOTES TO THE FINANCIAL STATEMENTS

(Continued)

6. JOINT POWERS AUTHORITY

The Charter School participates in a joint venture under a joint powers agreement with the California Charter Schools Joint Powers Authority (CharterSAFE).

CharterSAFE (the JPA) arranges for and provides property, liability, workers' compensation, and excess liability coverage for their members. The JPA is governed by a board consisting of representatives from the members. The board controls the operations of the JPA, including selection of management and approval of operating budgets, independent of any influence by the members beyond their representation on the board. Each member pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to its participation in the JPA. The Charter School's share of year-end assets, liabilities, or fund equity is not calculated by the JPA. Separately issued financial statements may be requested from the JPA.

7. COMMITMENTS AND CONTINGENCIES

Federal and State Allowances, Awards, and Grants

The Charter School has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expense disallowances under terms of the grants, it is believed that any required reimbursements will not be material.

8. RISK MANAGEMENT

The Charter School is exposed to various risks, including loss or damage to property, general liability, and injuries to employees. Settled claims resulting from these risks have not exceeded insurance coverage in any of the past three years. No significant reductions in insurance coverage from the prior year have been made. As described above, the Charter School participates in risk pools under a joint powers agreement for property, liability, workers' compensation, and excess liability coverage.

Nord Country School

NOTES TO THE FINANCIAL STATEMENTS

(Continued)

9. EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under cost-sharing multiple-employer defined benefit pension plans maintained by agencies of the state of California. Certificated employees are members of the California State Teachers' Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS).

The risks of participating in these multi-employer plans are different from single-employer plans in the following aspects:

- Assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers.
- If a participating employer stops contributing to the plan, the unfunded obligations of the plan may be borne by the remaining participating employers.
- If the Charter School chooses to stop participating in some of its multi-employer plans, it may be required to pay those plans an amount based on the underfunded status of the plan, referred to as a withdrawal liability.

California State Teachers' Retirement System

Plan Description The Charter School contributes to State Teachers' Retirement Plan (STRP), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalSTRS. STRP provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statute, as legislatively amended, within the Teachers' Retirement Law. CalSTRS issues a publicly available *Comprehensive Annual Financial Report (CAFR)* that includes financial statements and required supplementary information. Copies of the CAFR may be obtained from CalSTRS, 100 Waterfront Place, Sacramento, California, 95605, and from www.calstrs.com.

According to the most recently available CAFR for the fiscal year ended June 30, 2015, the total pension liability for STRP was \$259,146,000,000, fiduciary net position was \$191,822,000,000, employer and state contributions totaled \$4,121,623,570, and the plan is 74% funded. The Charter School did not contribute more than 5% of the total contributions to the plan.

Funding Policy Active plan members of the CalSTRS 2% at 60 benefit formula are required to contribute 9.20% of their salary. Active plan members of the CalSTRS 2% at 62 benefit formula are required to contribute 8.56% of their salary. The required employer contribution rate for fiscal year 2015-16 was 10.73% of annual payroll. The contribution requirements of the plan members are established by state statute. The Charter School's contributions to CalSTRS for the fiscal years ended June 30, 2016, 2015, and 2014, were \$59,448, \$43,105, and \$43,043, respectively, and equaled 100% of the required contributions for the year. State Teachers' Retirement Law also requires the state to contribute 7.391% of the members' creditable earnings from the fiscal year ending in the prior calendar year. For the year ended June 30, 2016, the Charter recognized pension expense of \$37,178 and revenue of \$37,178 for support provided by the state.

Nord Country School

NOTES TO THE FINANCIAL STATEMENTS

(Continued)

California Public Employees' Retirement System

Plan Description The Charter School contributes to the School Employer Pool under CalPERS, a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement, disability benefits, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statute, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a publicly available CAFR that includes financial statements and required supplementary information. Copies of the CAFR may be obtained from CalPERS, 400 Q Street, Sacramento, California, 95811, and from www.calpers.ca.gov.

According to the most recently available CAFR for the fiscal year ended June 30, 2015, the School Employer Pool total pension liability was \$71,651,164,000, fiduciary net position was \$56,911,066,000, employer contributions totaled \$1,303,161,796, and the plan is 79.4% funded. The Charter School did not contribute more than 5% of the total contributions to the plan.

Funding Policy Active plan members are required to contribute 7.00% of their salary, and the Charter School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for the 2015-16 fiscal year was 11.847%. The contribution requirements of the plan members are established by state statute. The Charter School's contributions to CalPERS for the fiscal years ended June 30, 2016, 2015, and 2014, were \$13,990, \$13,830, and \$10,342, respectively, and equaled 100% of the required contribution for each year.

10. LINE OF CREDIT

The Charter School has available a line of credit with a bank in the amount of \$100,000. Borrowings under the line bear interest at 6.00%. At June 30, 2016, no amount was due on the line of credit.

OTHER SUPPLEMENTARY INFORMATION SECTION

Nord Country School

LOCAL EDUCATIONAL AGENCY ORGANIZATION STRUCTURE

June 30, 2016

The Nord Country School (the Charter School), charter number 729, is located in Butte County and was established on May 18, 2005. The Charter School was numbered by the State Board of Education on July 7, 2005, and is sponsored by Chico Unified School District. The Charter School currently operates one elementary school.

GOVERNING BOARD

Name	Office	Term Expires
Richard Aguilera	President	2019
Kelli Ruley	Vice President	2016
Roy Roney	Treasurer	2018
Janet Ellner	Co-Secretary	2017
Lexie Aceves	Co-Secretary	2018
Tom Williams	Parent Representative	2017
Kristy Dailey	Parent Representative	2016

ADMINISTRATION

Kathleen Dahlgren
Principal

Lisa Speegle
Chief Business Officer

Nord Country School**SCHEDULE OF AVERAGE DAILY ATTENDANCE**

June 30, 2016

	Originally Reported		Final	
	Second Period Report	Annual Report	Second Period Report	Annual Report
ELEMENTARY				
Regular ADA				
Transitional kindergarten/ kindergarten through grade 3	82	81	82	81
Grades 4 through 6	64	64	64	64
Grade 7	14	14	14	14
ADA Totals (All Classroom-Based)	160	159	160	159

See the accompanying note to the other supplementary information.

Nord Country School
SCHEDULE OF INSTRUCTIONAL TIME
 Year Ended June 30, 2016

	1986-87 Minutes Requirement	2015-16 Actual Minutes	Traditional Calendar Days	Multitrack Calendar Days	Status
Kindergarten	36,000	59,140	176	N/A	Complied
Grade 1	50,400	55,620	176	N/A	Complied
Grade 2	50,400	55,620	176	N/A	Complied
Grade 3	50,400	58,155	176	N/A	Complied
Grade 4	54,000	58,155	176	N/A	Complied
Grade 5	54,000	58,155	176	N/A	Complied
Grade 6	54,000	58,155	176	N/A	Complied
Grade 7	54,000	65,090	176	N/A	Complied

See the accompanying note to the other supplementary information.

Nord Country School

NOTE TO THE OTHER SUPPLEMENTARY INFORMATION

PURPOSE OF SCHEDULES

Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the Charter School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by the Charter School and whether the Charter School has complied with the provisions of *California Education Code*, Section 47612.5. The Charter School did not meet or exceed its local control funding formula target.

OTHER REPORTS SECTION



INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Directors
Nord Country School
Chico, California

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Nord Country School (the Charter School), which comprise the statement of financial position as of June 30, 2016; the related statements of activities and cash flows for the year then ended; and the related notes to the financial statements; and have issued our report thereon dated December 6, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the Charter School's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

(Continued)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance, and the results of that testing, and not to provide an opinion on the effectiveness of the Charter School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

KCoe Jam, LLP

December 6, 2016
Chico, California



INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

To the Board of Directors
Nord Country School
Chico, California

Compliance

We have audited the Nord Country School's (the Charter School) compliance with the types of state compliance requirements described in the *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, for the year ended June 30, 2016. The applicable state compliance requirements are identified in the table below.

Management's Responsibility

Compliance with the requirements referred to above is the responsibility of the Charter School's management.

Auditors' Responsibility

Our responsibility is to express an opinion on the Charter School's compliance with the state laws and regulations based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards and the *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on compliance with the state laws and regulations described in the schedule below occurred. An audit includes examining, on a test basis, evidence supporting the Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Charter School's compliance with those requirements.

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

(Continued)

June 30, 2016	Procedures Performed
Other Than Charter Schools	
Attendance	Not applicable
Teacher certification and misassignments	Not applicable
Kindergarten continuance	Not applicable
Independent study	Not applicable
Continuation education	Not applicable
Instructional time	Not applicable
Instructional materials	Not applicable
Ratios of administrative employees to teachers	Not applicable
Classroom teacher salaries	Not applicable
Early retirement incentive	Not applicable
Gann limit calculation	Not applicable
School accountability report card	Not applicable
Juvenile court schools	Not applicable
Middle or early college high schools	Not applicable
K-3 grade span adjustment	Not applicable
Transportation maintenance of effort	Not applicable
SCHOOL DISTRICTS AND CHARTER SCHOOLS	
School Districts and Charter Schools	
Educator effectiveness	Yes
California Clean Energy Jobs Act	Yes
After school education and safety program:	
After school	No
Before school	No
General requirements	No
Proper expenditure of education protection account funds	Yes
Unduplicated local control funding formula pupil counts	Yes
Local control and accountability plan	Yes
Independent study-course based	No
Immunizations	No
Charter Schools	
Attendance	
Mode of instruction	Yes
Nonclassroom-based instruction/independent study for charter schools	No
Determination of funding for nonclassroom-based instruction	No
Annual instructional minutes - classroom based	Yes
Charter school facility grant program	Yes

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

(Continued)

Since the Charter School did not participate in the following programs during 2015-16, all steps related to them were not performed.

After school education and safety program
Independent study-course based

Since the Charter School did not offer nonclassroom-based instruction during 2015-16, all steps related to the following were not performed:

Nonclassroom-based instruction/independent study for charter schools
Determination of funding for nonclassroom-based instruction

Testing was not performed for immunizations because the Charter School did not include any schools that did not submit immunization assessment reports to the California Department of Public Health or that reported a high number of conditionally enrolled students.

Opinion on State Compliance

In our opinion, the Charter School complied, in all material respects, with the state compliance requirements referred to above that are applicable to the Charter School for the year ended June 30, 2016.

KCoe Jam, LLP

December 6, 2016
Chico, California

FINDINGS SECTION

Nord Country School
SCHEDULE OF FINDINGS
June 30, 2016

None.

Nord Country School
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
June 30, 2016

None.

Nord Country School
BP 5060 – Suspension and Expulsion Policy



1.0 Purpose

- 1.1 The Nord Country School Governing Board recognizes that, in order to promote learning and protect the safety and well being of all students, staff, and visitors to the school, a code of conduct must be recognized and followed. Violations of this code of conduct may necessitate the suspension or expulsion of students from regular classroom instruction.
- 1.2 The purpose of this policy is to establish procedures for and the list of those offenses for which a pupil may/must be suspended or expelled.
- 1.3 Additionally, this policy attempts to provide due process to all students and ensure that staff shall enforce disciplinary rules and procedures consistently among all students. Discipline expectations shall be clearly described here and distributed as part of the Student/Parent Handbook, which is sent to each student at the beginning of the school year.

2.0 Responsibilities

- 2.1 It is the responsibility of all students and families to read and follow the code of conduct expectations set forth in the Student/Parent Handbook.
- 2.2 It is the responsibility of the Nord Country School staff to enforce the disciplinary rules and procedures set by the Administration fairly and consistently among all students.
- 2.3 It is the responsibility of the Administrator or designee to ensure that students and families are notified in writing upon enrollment and at the beginning of each school year of all discipline policies and procedures. The notice shall state that this Policy is available upon request from the Administrator's office.

3.0 Discipline

- 3.1 Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.
- 3.2 Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.
- 3.3 A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Nord Country School will follow all

applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

4.0 Grounds for Suspension and Expulsion of Students

- 4.1 A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event, occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

5.0 Suspension Offenses

- 5.1 Discretionary Suspension Offenses - Students may be suspended for any of the following acts when it is determined the pupil:
 - 5.1.1 Possessed, sold, or otherwise furnished a knife unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
 - 5.1.2 Caused, attempted to cause, or threatened to cause physical injury to another person.
 - 5.1.3 Willfully used force of violence upon the person of another, except self-defense.
 - 5.1.4 Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - 5.1.5 Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - 5.1.6 Committed or attempted to commit robbery or extortion.
 - 5.1.7 Caused or attempted to cause damage to school property or private property.
 - 5.1.8 Stole or attempted to steal school property or private property.
 - 5.1.9 Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - 5.1.10 Committed an obscene act or engaged in habitual profanity or vulgarity.
 - 5.1.11 Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
 - 5.1.12 Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - 5.1.13 Knowingly received stolen school property or private property.

- 5.1.14 Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 5.1.15 Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- 5.1.16 Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 5.1.17 Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 5.1.18 Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- 5.1.19 Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- 5.1.20 Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 5.1.21 Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 5.1.22 Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights

by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- 1) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 2) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 3) “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber bullying

- (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (a) to (c), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

5.1.23 A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).

5.2 Non-Discretionary Suspension Offenses - Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

5.2.1 Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Administrator’s or designee’s concurrence.

6.0 Suspension Procedure

6.1 Suspensions shall be initiated according to the following procedures:

6.1.1 Conference - Suspension shall be preceded, if possible, by a conference conducted by the Administrator or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Administrator. The conference may be omitted if the Administrator or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended

without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

6.1.1.1 At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

6.1.1.2 This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

6.1.1.3 No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

6.1.2 Notice to Parents/Guardians - At the time of suspension, the Administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

6.1.3 Parental Attendance - When suspending a student from class for committing an obscene act, engaging in habitual profanity or vulgarity, disrupting school activities, or otherwise willfully defying valid staff authority, the Administrator and/or the teacher of the class may require any parent/guardian who lives with the student to attend a portion of the school day in the class from which the student is being suspended, to assist in resolving the classroom behavior problems. Administrators and teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior. The Administrator and teacher shall apply this policy uniformly to all students within each classroom.

6.2 Suspension Time Limits/Recommendation for Expulsion - Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

6.2.1 Upon a recommendation of Expulsion by the Administrator or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after

- a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.
- 6.2.2 This determination will be made by the Administrator or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

7.0 Expellable Offenses

- 7.1 Discretionary Expellable Offenses - Students may be expelled for any of the following acts when it is determined the pupil:
- 7.1.1 Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
 - 7.1.2 Caused, attempted to cause, or threatened to cause physical injury to another person.
 - 7.1.3 Willfully used force of violence upon the person of another.
 - 7.1.4 Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - 7.1.5 Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - 7.1.6 Committed or attempted to commit robbery or extortion.
 - 7.1.7 Caused or attempted to cause damage to school property or private property.
 - 7.1.8 Stole or attempted to steal school property or private property.
 - 7.1.9 Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - 7.1.10 Committed an obscene act or engaged in habitual profanity or vulgarity.
 - 7.1.11 Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
 - 7.1.12 Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - 7.1.13 Knowingly received stolen school property or private property.
 - 7.1.14 Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - 7.1.15 Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

- 7.1.16 Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 7.1.17 Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 7.1.18 Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- 7.1.19 Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- 7.1.20 Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 7.1.21 Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 7.1.22 Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- 1) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 2) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students

which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

3) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber bullying
 - (c) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (a) to (c), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall

include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(d) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

7.1.23 A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).

7.2 Non -Discretionary Expellable Offenses - Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

7.2.1 Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Administrator or designee’s concurrence.

7.2.2 If it is determined by the Administrative Panel and/or Governing Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

7.2.2.1 The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

7.2.2.2 The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

8.0 Authority to Expel

- 8.1 A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

9.0 Expulsion Procedures

- 9.1 Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.
- 9.2 In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.
- 9.3 Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:
 - 9.3.1 The date and place of the expulsion hearing;
 - 9.3.2 A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
 - 9.3.3 A copy of the School's disciplinary rules which relate to the alleged violation;
 - 9.3.4 Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
 - 9.3.5 The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
 - 9.3.6 The right to inspect and obtain copies of all documents to be used at the hearing;
 - 9.3.7 The opportunity to confront and question all witnesses who testify at the hearing;
 - 9.3.8 The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

10.0 Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

- 10.1 The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn

declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- 10.1.1 The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- 10.1.2 The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 10.1.3 At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- 10.1.4 The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- 10.1.5 The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- 10.1.6 Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- 10.1.7 If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- 10.1.8 The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- 10.1.9 Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may

include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- 10.1.10 Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

11.0 Students with Disabilities

A pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The Charter School will follow the IDEA, Section 504, and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

- 11.1 Notification of SELPA - The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.
- 11.2 Services During Suspension - Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.
- 11.3 Procedural Safeguards/Manifestation Determination - Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP Team shall review all relevant

information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- 11.3.1 If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- 11.3.2 If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the Charter School, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

1. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

11.4 Due Process Appeals

11.4.1 The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

11.4.2 When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k) or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

11.5 Special Circumstances

- 11.5.1 Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
- 11.5.2 The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:
 - 11.5.2.1 Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
 - 11.5.2.2 Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
 - 11.5.2.3 Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
- 11.6 Interim Alternative Educational Setting
 - 11.6.1 The student's interim alternative educational setting shall be determined by the student's IEP team.
- 11.7 Procedures for Students Not Yet Eligible for Special Education Services
 - 11.7.1 A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.
 - 11.7.2 The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:
 - 11.7.2.1 The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
 - 11.7.2.2 The parent has requested an evaluation of the child.
 - 11.7.2.3 The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.
 - 11.7.3 If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.
 - 11.7.4 If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

11.7.5 The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

12.0 Record of Hearing

12.1 A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

13.0 Presentation of Evidence

- 13.1 While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.
- 13.2 Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.
- 13.3 If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.
- 13.4 The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.
- 13.5 If the expulsion-hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

14.0 Written Notice to Expel

- 14.1 The Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:
- 14.1.1 Notice of the specific offense committed by the student
- 14.1.2 Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.
- 14.1.3 The Director or designee shall send a copy of the written notice of the decision to expel to the County. This notice shall include the following:
- 14.1.3.1 The student's name,
- 14.1.3.2 The specific expellable offense committed by the student
- 14.1.4 The Board's decision to expel shall be final.

15.0 Disciplinary Records

15.1 The School shall maintain records of all student suspensions and expulsions at the School.

15.2 Such records shall be made available to the County upon request.

16.0 Expelled Pupils/Alternative Education

16.1 Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

17.0 Rehabilitation Plans

17.1 Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

18.0 Readmission

18.1 The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Director and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

19.0 Adoption and Review

19.1 Originally Adopted: 8/09/2005

19.2 Most Recent Revision: 12/12/2016

NORD COUNTRY SCHOOL CASH FLOW PROJECTIONS FOR 2016-17 - PAGE 1 INCOME

	ACTUAL July	ACTUAL August	ACTUAL September	ACTUAL October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Acctual	Total Projected	Final Approved Budget	Variance
CASH IN																
8011 Local Control Funding	-	36,409	36,409	85,536	65,536	65,536	65,536	65,536	69,155	70,662	70,662	70,662	88,256	768,388	768,388	-
8012 Education Protection Act Funds	-	-	-	50,671	50,671	50,671	50,671	50,671	50,671	50,671	50,671	50,671	69,078	221,091	221,091	-
8098 In Lieu of Property Taxes	-	21,954	43,909	29,273	29,273	29,273	29,273	29,273	67,042	33,521	33,521	33,521	19,226	399,058	399,058	-
8182 Special Education - Federal	-	-	-	-	-	-	-	-	-	-	-	-	-	18,353	18,353	516
8200 NCLB Titles I - V	516	-	-	8,015	28,441	28,441	28,441	28,441	-	6,118	-	-	6,118	38,472	38,472	-
8200 REAP / SRSA Grant	-	-	-	-	-	-	-	-	-	-	22,309	-	-	22,309	22,309	-
8311 Special Ed - BCOE Selpa	-	2,380	2,402	4,303	4,284	4,284	4,284	4,284	4,284	4,284	2,666	133	10,014	47,604	47,604	-
8500 Mandates Block Grant	-	-	-	2,534	2,534	2,534	2,534	2,534	-	-	-	-	17,105	2,534	2,534	-
8590 State Lottery	-	-	55	-	-	-	-	-	-	-	8,552	-	-	34,209	34,209	-
8590 Other State Income	-	-	-	-	-	-	-	-	-	-	-	-	-	55	55	-
8590 Clean Energy Jobs Act Funding	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8590 Common Core Implementation Funding	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660 Interest From Banks	36	35	217	27	83	83	83	83	40,000	83	83	83	980	48,478	40,000	8,478
8699 Fundraising / Donations	-	514	150	7,814	-	-	-	-	-	-	-	-	-	-	-	-
8710 Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Current Year Revenues	552	61,292	83,142	185,639	98,177	101,711	216,205	113,847	180,564	153,832	137,793	104,400	209,796	1,637,947	1,628,918	8,029
9200 Accounts Receivable	131,794	7,420.00	(860.00)	-	-	-	-	-	-	-	-	-	-	-	-	-
9300/9400 Current Assets	(15,842)	(11,862)	(8,267)	(8,631)	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash In	115,952	56,850	74,015	157,007	98,177	101,711	216,205	113,847	180,564	153,832	137,793	104,400	209,796	1,637,947	1,628,918	8,029
Total Cash In Yr-T-D	116,503	173,353	247,368	404,315	503,651	605,282	821,467	935,314	1,115,878	1,279,710	1,417,503	1,521,903	1,731,698	-	-	-

NORD COUNTRY SCHOOL CASH FLOW PROJECTIONS FOR 2016-17 - PAGE 2 OUTGO

	ACTUAL July	ACTUAL August	ACTUAL September	ACTUAL October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	PROJECTED Acctual	Total Projected	Final Approved Budget	Variance
CASH OUT																
Salaries & Benefits																
1000 Certificated Salaries	49,768	51,353	52,674	53,251	52,736	52,736	52,736	52,736	52,736	52,736	52,736	52,736	628,936	632,834	632,834	3,898
2000 Classified Salaries	4,760	8,517	17,358	16,298	17,499	17,499	17,499	17,499	17,499	17,499	17,499	17,499	175,260	174,991	174,991	(269)
3000 Employee Benefits	17,483	21,058	21,616	21,610	24,339	24,339	24,339	24,339	24,339	24,339	24,339	24,339	276,481	292,072	292,072	15,591
Total Salaries & Benefits	72,010	80,927	91,648	91,160	94,575	94,575	94,575	94,575	94,575	94,575	94,575	94,575	1,080,676	1,099,887	1,099,887	19,221
Supplies																
4100 Texts and Core Curricula	113	4,550	48	33	-	-	-	-	-	-	-	-	37,400	42,144	37,400	(4,744)
4200 Reference Materials	-	-	-	36	-	-	-	-	-	-	-	-	36	36	1,665	1,629
4300 Instructional Supplies	4,656	5,560	5,261	1,903	2,595	2,595	2,595	2,595	2,595	2,595	2,595	2,595	38,139	31,136	31,136	7,003
4400 Non-Cap Equipment	60	17,164	208	1,299	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	42,731	32,000	32,000	10,731
Total Supplies	4,829	27,275	5,517	3,272	10,595	2,595	2,595	10,595	2,595	2,595	10,595	39,995	123,050	102,201	102,201	(20,849)
Services / Other On Exp																
5100 Home-to-School-Transport	-	3,120	9,360	3,900	6,240	6,240	6,240	6,240	6,240	6,240	6,240	6,240	66,300	66,640	66,640	340
5200 Travel and Conferences	619	-	50	995	2,503	2,503	2,503	2,503	2,503	2,503	2,503	2,503	9,174	10,013	10,013	839
5300 Dues and Subscriptions	745	-	-	-	2,070	-	-	-	-	-	-	-	2,815	2,815	2,070	745
5400 Property/Liability Ins	5,160	1,297	5,403	5,350	1,487	1,487	1,487	1,487	1,487	1,487	1,487	1,487	12,405	15,569	15,569	3,164
5500 Utilities/Housekeeping	3,048	3,111	5,403	5,350	4,818	4,818	4,818	4,818	4,818	4,818	4,818	4,818	55,457	57,815	57,815	2,358
5600 Rentals, Leases, and Repairs	1,766	960	876	1,155	1,227	1,227	1,227	1,227	1,227	1,227	1,227	1,227	14,576	14,728	14,728	152
5800 Prof. & Consulting Services	3,045	8,744	25,362	16,394	16,325	16,325	16,325	16,325	16,325	16,325	16,325	16,325	184,968	185,906	185,906	10,938
5900 Communications	1,130	124	(417)	128	397	397	397	397	397	397	397	397	4,139	4,761	4,761	622
Total Services	15,514	17,356	40,853	28,522	35,068	30,494	30,494	32,998	29,007	29,007	31,511	29,007	349,833	369,502	369,502	19,669
Capital Outlay																
6000 Capital Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other Outgo	394	403	400	384	1,663	1,663	1,663	1,663	1,663	1,663	1,663	1,663	14,886	19,959	19,959	5,073
Total Other Outgo	394	403	400	384	1,663	1,663	1,663	1,663	1,663	1,663	1,663	1,663	14,886	19,959	19,959	5,073
Total Current Year Expenses	92,747	125,951	138,415	123,336	141,390	129,327	129,327	139,630	127,840	127,840	136,343	153,914	1,597,299	1,621,412	1,621,412	24,115
Other Current Liabilities																
9500 Accounts Payable	5,966	(1,785)	(15,706)	2,597	3,172	3,124	3,130	3,295	3,194	3,147	3,205	3,211	-	-	-	-
9600 Long Term Debt Principal	2,293	2,284	2,287	2,303	145,072	132,451	132,451	143,125	131,034	130,987	147,549	156,765	31,517	1,597,299	1,621,412	24,115
Total Cash Out	10,169	146,458	125,068	128,043	148,562	135,776	135,457	146,920	134,228	133,827	141,410	150,976	1,628,816	1,653,111	1,653,111	24,295
Total Cash Out Yr-T-D	101,006	227,465	352,468	439,707	625,776	759,226	890,682	1,033,808	1,194,842	1,205,829	1,437,377	1,594,162	1,825,979	-	-	-
Percent of Budget	6.23%	14.03%	21.74%	29.65%	38.59%	46.76%	54.93%	63.76%	71.84%	79.92%	88.65%	88.32%	100.26%	-	-	-

Projected Cash Balance Statement

	Beginning Cash Balance	Net Change	Ending Cash Balance
Beginning Cash Balance	786,507	15,497	802,004
Net Change	(69,609)	732,394	662,385
Ending Cash Balance	802,004	732,394	1,534,398

Nord Country School - Multi-Year Budget Projections

Fiscal Year	2015-16 (actual)	2016-17	2017-18	2018-19	2019-20
Enrollment	167	181	189	192	193
ADA %	95.80%	95.00%	95.00%	95.00%	95.00%
Local Control Entitlement per ADA	7,803	8,075	8,287	8,395	8,685
Revenue					
8011 Local Control Funding	689,816	768,388	858,811	1,004,700	1,166,869
8012 Education Protection Act Funds	211,617	221,091	212,394	103,192	-
8019 Prior Year Adjustments	6,566	-	-	-	-
8096 In Lieu of Property Taxes	347,711	399,058	416,696	423,310	425,515
8182 Special Education - Federal	15,557	18,353	18,353	18,353	18,353
8287 MAA Reimbursements	15,376	-	-	-	-
8290 NCLB Titles I - V	33,004	36,456	36,456	36,456	36,456
8260 REAP / SRSA Grant	22,309	22,309	22,309	22,309	22,309
8311 Special Ed - BCOE Selpa	48,252	47,604	47,604	47,604	47,604
8434 Class Size Reduction	-	-	-	-	-
8550 Mandates Block Grant	1,919	2,534	2,646	2,688	2,702
8560 State Lottery	31,475	34,209	35,721	36,288	36,477
8590 Other State Income	33	-	-	-	-
8590 Educator Effectiveness Funding	16,689	-	-	-	-
8590 Clean Energy Jobs Act Funding	153,594	-	-	-	-
8590 Common Core Implementation Funding	71,488	37,916	-	-	-
8660 Interest From Banks	1,138	1,000	1,000	1,000	1,000
8699 Fundraising / Donations	78,019	40,000	40,000	40,000	40,000
8710 Other Local Revenue	11,844	-	-	-	-
TOTAL REVENUES	1,756,407	1,628,918	1,691,989	1,735,900	1,797,285
Expenditures					
1000 Certificated Salaries	564,260	632,834	651,330	672,397	741,335
2000 Classified Salaries	170,798	174,991	183,324	191,657	207,628
3000 Employee Benefits	214,708	292,072	316,330	341,074	378,857
4100 Texts and Core Curricula	10,020	37,400	7,600	6,100	5,500
4200 Reference Materials	876	1,665	1,698	1,732	1,767
4300 Instructional Supplies	26,009	31,136	31,880	32,641	33,422
4400 NonCap Equipment	44,427	32,000	14,400	12,900	12,300
4700 Food Program	-	-	-	-	-
5100 Home-to School-Transport	66,954	68,640	70,013	71,413	72,841
5200 Travel and Conferences	5,551	10,013	6,676	6,876	7,082
5300 Dues and Subscriptions	1,756	2,070	2,110	2,125	2,130
5400 Property/Liability Ins	13,089	15,569	15,880	16,198	16,522
5500 Utilities/Housekeeping	41,593	57,815	58,972	60,151	61,354
5600 Rentals, Leases, and Repairs	185,318	14,728	12,328	12,651	12,982
5800 Prof. & Consulting Services	156,116	195,906	202,351	209,026	210,128
5900 Communications	3,671	4,761	9,122	9,184	9,248
6000 Capital Expenditures	29,855	29,854	29,854	29,854	29,854
7000 Other Outgo					
Special Education Billback	3,255	466	489	514	539
Bank Loan - Rooms 11 & 12	4,359	4,515	4,021	3,517	3,005
State Loan - Rooms 13 & 14	-	14,977	14,663	14,339	14,005
State Loan - Rehab Project	-	-	8,320	8,133	7,940
TOTAL EXPENDITURES	1,542,615	1,621,412	1,641,359	1,702,482	1,828,440
Excess/(Deficiency)	213,793	7,506	50,630	33,418	(31,154)
Addition to General Reserve	20,379	-	4,063	2,342	-
Addition to SPED Reserve	10,000	10,000	10,000	10,000	10,000
Excess/(Deficiency) After Reserve Contributions	183,413	(2,494)	36,567	21,076	(41,154)
Beginning Fund Balance	1,300,288	1,514,081	1,521,587	1,572,217	1,605,635
Excess / (Deficiency) from above	213,793	7,506	50,630	33,418	(31,154)
Ending Fund Balance	1,514,081	1,521,587	1,572,217	1,605,635	1,574,481
Restricted Funds Balance	55,972	47,972	-	-	-
Cumulative SPED Reserve Balance	60,000	70,000	80,000	90,000	100,000
Cumulative Reserve Balance	279,980	279,980	284,043	286,385	286,385
Ending Fund Balance (less reserves and restrictions)	1,118,130	1,123,636	1,208,174	1,229,251	1,188,096

