



IDAHO PUBLIC CHARTER SCHOOL COMMISSION

304 North 8th Street, Room 242 • P.O. Box 83720 • Boise, ID 83720-037

208-332-1561 • Fax: 208-334-2632

e-mail: charter@osbe.idaho.gov

PUBLIC CHARTER SCHOOL COMMISSION MEETING

December 10, 2015

700 W. Jefferson Street, Boise, Idaho
Idaho State Capitol Building, East Wing 41

AGENDA

Thursday, December 10, 2015 – 700 W. Jefferson Street, Capitol EW 41, 9:00 a.m.

A. COMMISSION WORK

1. Agenda Review / Approval
2. Minutes Review / Approval

B. CONSIDERATION OF PROPOSED CHARTER PETITION

1. Alturas International Academy

C. OTHER

1. Commission Review: PCSC Policy Amendment (Fiscal Reporting)
2. Staff Update: 2014-15 Academic Results Reporting

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the SBOE office at 334-2270 or PCSC staff before the meeting opens. While the PCSC attempts to address items in the listed order, some items may be addressed by the PCSC prior to or after the order listed.

1. Agenda Approval

Does the Public Charter School Commission (PCSC) have any changes or additions to the agenda?

COMMISSION ACTION

A motion to approve the agenda as submitted.

2. Minutes Approval

Does the Public Charter School Commission (PCSC) have any changes or additions to the meeting minutes from October 8, 2015?

COMMISSION ACTION

A motion to approve the meeting minutes from October 8, 2015, as submitted.

DRAFT MEETING MINUTES

PUBLIC CHARTER SCHOOL COMMISSION

October 8, 2015
304 N 8th Street, Rm 242
Boise, ID

Thursday, October 08, 2015 - 304 N 8th Street, Rm 242 - 9:00am

The meeting was called to order by Chairman Reed at 9:00 a.m. The following Commissioners attended:

Alan Reed	Phone
Gayle O'Donahue	Phone
Kelly Murphey	Phone
Brian Scigliano	Present
Wanda Quinn	Phone
Evan Frasure	Phone
Gayann DeMordaunt	Phone

A. COMMISSION WORK

1. Agenda Review/Approval

M/S (Frasure/Quinn): To approve the agenda as presented. *Motion unanimously passed.*

2. Minutes Review/Approval

M/S (O'Donahue/Scigliano): To approve the minutes from August 11, 2015, as presented. *Motion unanimously passed.*

3. Calendar

M/S (O'Donahue/Frasure): To approve February 11, 2016; April 14, 2016; June 9, 2016; August 11, 2016; October 13, 2016; and December 8, 2016 in Boise, Idaho as the dates and location for the PCSC's 2016 regularly scheduled meetings. *Motion unanimously passed.*

B. OTHER

1. Commission Education: Petition Evaluation and School Oversight

Director Baysinger provided a presentation reviewing the PCSC and staff's processes and procedures for petition evaluation and ongoing school oversight.

Vice Chair O'Donahue took gavel due to phone connection problems experienced by Chairman Reed.

2. Commission Education: National Perspectives on Civil Rights Issues in Public Charter Schools

Suzanne Metzgar, representing Bluum, introduced presenters Lauren Baum and Renita Thukral.

The presenters reviewed federal and state laws specific to civil rights that apply to charter schools. They applauded Idaho for requiring special education services and discipline policies to be addressed in charter school petitions. Many Idaho charters' policies are more specific and transparent than the presenters have seen in other states.

The presenters explained how Office of Civil Rights complaints originate and are addressed. Best practice is for schools to amend their policies regularly as needed to reflect new guidance from the OCR. Charter schools should avoid anything that would create a chilling effect on diverse student enrollment.

The presenters addressed the OCR complaint recently filed in Idaho and expressed support for conversations that are already under way in an effort to address disparity. They noted that Idaho's lottery preferences for founders and siblings are standard nationwide, and complimented the PCSC for exceptionally transparent and thorough annual reports. They said the PCSC appears to be doing a good job of supporting petitioners and school operators in their understanding and awareness of civil rights requirements.

Vice Chair O'Donahue returned the gavel to Chairman Reed.

Chairman Reed requested that Director Baysinger's PowerPoint be emailed to the PCSC.

M/S (Frasure/O'Donahue): To adjourn the meeting. *Motion unanimously passed.*

The meeting was adjourned at 10:03 a.m.

SUBJECT

Alturas International Academy New Charter Petition (First Hearing)

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5205

BACKGROUND

Alturas International Academy (AIA) is a proposed, new public charter school to be located in Idaho Falls, Idaho. AIA would provide an International Baccalaureate (IB) educational model for up to 509 students in grades K-8.

AIA submitted its petition to the PCSC for review on October 6, 2015, after withdrawing from consideration by the Idaho Falls School District board.

DISCUSSION

The AIA petition proposes a rigorous IB model of education that would serve children in multi-age classrooms. AIA founding board member Michelle Ball is a teacher with thirty years of experience in the Idaho Falls area. If the petition is approved, Ms. Ball will step down from the AIA Board and become the school's lead teacher. She brings extensive experience with teaching in multi-age classrooms. Currently, Ms. Ball and founding board member Sue Holmes operate a small, homeschool co-op using a model similar to that proposed in the AIA petition. The entire founding board has expressed commitment to making the education they value available to the broader community.

It appears that the growing city of Idaho Falls has sufficient market and interest to support a new, public charter school. Elementary and middle schools in the district are full or near capacity, and area charter schools have enrollment waiting lists. Currently, AIA has 75 families on its interested family list.

AIA's board is engaged and committed to the vision and mission of the school, and its members bring expertise ranging from education to business to legal practice. The board has communicated well with PCSC staff throughout the petitioning process. The petition is largely complete, though some additional, minor revisions are required in order for the petition to meet or exceed standards on all elements of the Petition Evaluation Rubric.

AIA's primary facility option is located near downtown Idaho Falls in a former junior high school building, which is now partially occupied by offices. Initially, the school would occupy a portion of the building while retaining a separate entrance. The current commercial clients would remain in the facility until the school required additional space. The building is located

adjacent to a lower income, “walkable” community. All three of AIA’s facility options require that less than 15% of revenues be allocated to facilities.

The three-year operational budgets provided by AIA are conservative in nature. State revenues are under projected, and expenses are based upon reasonable budget assumptions from vendor quotes, SDE guidance, and historical data from area charter schools. PCSC staff estimates a break-even point at enrollment of 230 students. Overall, the three-year operating budgets demonstrate an appropriate understanding of school revenues and expenses.

IMPACT

If the PCSC approves the petition, AIA will be responsible for notifying the State Board of Education of such approval. The PCSC will have 75 days in which to execute a Performance Certificate with the school’s governing board. Approval of this new charter petition would increase the size of the PCSC’s portfolio to 36 schools.

If the PCSC denies the petition, the petitioners could appeal to the State Superintendent of Public Instruction, or they could decide to not proceed further.

The PCSC may elect to delay a decision on the petition by presenting AIA with a written response identifying the specific deficiencies in the petition. The petitioners would be given 30 days to revise the petition, and the PCSC would have 45 days after receipt of the revision to hold a second hearing. Pursuant to I.C. §33-5205(2)(c), the PCSC must make its approval or denial decision “based upon whether the petitioners have adequately addressed the specific deficiencies identified in the authorized chartering entity’s written response, or based upon any other changes made to the petition, and upon no other criteria.”

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the petition, contingent upon satisfactory revision of all elements in the petition that received less than a score of 2 on the PER.

COMMISSION ACTION

A motion to approve AIA’s petition contingent upon the finalization of all revisions necessary to bring all elements of the PER up to a score of 2 or higher (Meets or Exceeds Expectations), as evaluated by PCSC staff, prior to 8:00 a.m. MT on February 11, 2016.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

A motion to delay the decision and direct staff to issue to AIA a written response identifying the specific deficiencies in the petition, including:

- Items already identified on the Petition Evaluation Rubric included in these meeting materials and
- The following item(s): _____.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PUBLIC CHARTER SCHOOL COMMISSION - PETITION EVALUATION RUBRIC

ADOPTED ON FEBRUARY 13, 2014

Name of school: Alturas International Academy Previous name: Forrester Academy Inc.

File Number: 2015-2 Date petition originally submitted to PCSC office: 10/6/2015 Date "considered received": 10/8/2015

Date of this revision's submission: N/A Date of this review: 12/3/2015

Date(s) of previous review(s) of this petition: N/A

Means by which petition came to PCSC:

- Virtual School
- Referred by School District: _____
(Reason: _____)
- Filed by petitioner after withdrawal from school district: SD#91 Idaho Falls
- Transfer of district-authorized charter school: _____
- SBOE redirected petition for consideration by PCSC

Using the Public Charter School Petition Evaluation Rubric

This rubric provides the Public Charter School Commission with a means of evaluating the quality of the application and communicating its findings to petitioning groups. Quality indicators are provided for each petition component. All components listed in the rubric are required by the PCSC. A petition that sufficiently addresses an indicator will score either a "2" or a "3" for that indicator. Only petitions that score a "2" or above on ALL indicators for ALL components will be eligible for approval.

Current placement on the rubric is represented by yellow highlighting. Additional guidance may be found in the Comments column, as well as the General Comments below each section.

Please see PCSC Policy Section II.B for requirements related to the submission of petitions and petition and revisions.

TABLE OF CONTENTS

ALL ITEMS ARE HYPERLINKED - IN WORD, CONTROL+CLICK TO ACTIVATE

PRE ITEMS – PETITION COVER PAGE AND TABLE OF CONTENTS

TAB 1

EXECUTIVE SUMMARY
VISION AND MISSION STATEMENTS

TAB 2

PROPOSED OPERATIONS
POTENTIAL EFFECTS
TARGET MARKET
FACILITIES SUMMARY
ADMINISTRATIVE SERVICES

TAB 3

EDUCATIONAL PHILOSOPHY
EDUCATIONAL PROGRAM
GOALS
EDUCATIONAL THOROUGHNESS STANDARDS
SPECIAL EDUCATION SERVICES
DUAL ENROLLMENT

TAB 4

MEASURABLE STUDENT EDUCATIONAL STANDARDS (MSES)
METHODS OF MEASURING STUDENT PROGRESS
ACCREDITATION
ACCOUNTABILITY AND SCHOOL IMPROVEMENT

TAB 5

GOVERNANCE
PARENTAL INVOLVEMENT
AUDITS

TAB 6

EMPLOYEE QUALIFICATIONS
HEALTH AND SAFETY
STUDENT DISCIPLINE
EMPLOYEES: BENEFITS, STATUS, CONTRACTS

TAB 7

ADMISSION PROCEDURES
ALTERNATIVES (ONLY FOR SCHOOLS CONVERTING FROM TRADITIONAL)
ENROLLMENT OPPORTUNITIES
STUDENT HANDBOOK REFERENCE

TAB 8

BUSINESS PLAN: DESCRIPTION, MARKETING, MANAGEMENT, FINANCES
TRANSPORTATION
NUTRITION

TAB 9 (VIRTUAL ONLY)

TAB 10

BUSINESS ARRANGEMENTS AND PARTNERSHIPS
TERMINATION / CLOSURE PLAN

APPENDICES

ARTICLES AND BYLAWS
ELECTOR SIGNATURES
CHARTER START WORKSHOP ATTENDANCE
BOARD RESUMES AND PETITIONING GROUP LIST
CONTRACTS, LEASES AND AGREEMENTS
BUDGET ASSUMPTIONS AND SUPPORTING DOCUMENTS
PRE-OPENING BUDGET
THREE-YEAR OPERATING BUDGETS
FIRST YEAR CASH FLOW
FACILITIES DETAILS
PRE-OPENING TIMELINE
STAFF PROFESSIONAL DEVELOPMENT AND EVALUATION
OUTREACH ACTIVITIES
INTERESTED FAMILY LIST
STUDENT HANDBOOK
OTHER APPENDICES

GENERAL QUALITY INDICATORS

GENERAL COMMENTS ON PETITION

Cover Page and Table of Contents

The cover page must include the information listed in IDAPA 08.03.01.401.01. The Table of Contents shall begin on page 2 of the petition pursuant to IDAPA 08.03.01.401.02.

	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Cover Page	Cover page does not contain all required elements.		Cover page contains all required elements: 1) the name of the school 2) the year the school is petitioning to open in 3) the name of school districts affected by your attendance area 4) the location of the school (or the main office for virtual schools) 5) the name, address, phone number, and e-mail address of an authorized representative of the school	Cover page contains all required elements, is professionally formatted, and clearly reflects the submission date of the current version.	
Table of Contents	Table of contents is poorly organized, incomplete, or inaccurate.	Table of contents contains few, minor errors.	Table of contents is well-organized, with accurate page numbers and hyperlinks to each tab.		

[RETURN TO TABLE OF CONTENTS](#)

General Comments regarding Cover Page and Table of Contents:

Tab 1					
See IDAPA 08.03.01.401.03					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Executive Summary	Executive summary is not included.	Executive summary provides an incomplete or unappealing case for the school.	Executive summary succinctly introduces: school concept; community need and interest; motivation and collective qualification of petitioning group; and how success of the school will be defined.		

Vision and Mission Statements	Vision statement is not provided.	Vision statement does not express a clear, focused, and compelling purpose for the school.	Vision statement expresses a clear, focused, compelling, and measurable purpose for the school.	Vision statement clearly translates into achievable goals, selected curriculum, operational methods, and school culture.	
	Mission statement is not provided.	Mission statement does not focus on educational outcomes or is unlikely to result in increased student achievement.	Mission statement focuses on high-quality educational outcomes as is likely to result in increased student achievement.	Research is cited to support the outcomes and expectations identified in the mission statement.	

[RETURN TO TABLE OF CONTENTS](#)

General Comments regarding Tab 1:

Tab 2					
See IDAPA 08.03.01.401.04					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Proposed Operations	Proposed operations are not addressed or are noncompliant.	Proposed operations are addressed in insufficient details.	Proposed operations are summarized, including: legal status, location, enrollment, student demographics, organizational structure, and educational method.	Proposed operations section identifies where in the petition items are addressed in additional detail.	
Potential Effects	Potential effects are not addressed.	Potential effects are addressed in insufficient detail.	Potential effects address the impact of the proposed school on local and neighboring school districts, as well as the community. Demographic and fiscal impact information is included with source material referenced.	Comments from affected districts are included by reference to the appendix.	
Target Market	Primary attendance area is not addressed.	Primary attendance area is insufficiently clear or appears inappropriate for the school’s targeted mission, enrollment, or demographic.	Primary attendance area is clearly described and appears appropriate.	Map of attendance area is included as an appendix and boundaries are clearly explained. Documentation demonstrates that the attendance area is appropriate.	Please keep in mind that the SDE will reimburse for 15 miles by road from the school, not a 15 mile radius, as is stated in the petition.

	Level of market interest in the school is not addressed.	Level of market interest in the school is insufficient or insufficiently demonstrated.	Petition sufficiently demonstrates and documents interest in and demand for the school.	Aggregate demographic data regarding families interested in enrollment is included by reference to the appendix.	The interested family list has 75 families, a significant number for a school of this size in advance of petition approval. According to District #91's review of the elector signatures, 45% of the signatures came from a single precinct and 12 of the 16 precincts were represented by only 1 or 2 qualified electors. The concentration of electors in only a few precincts indicates that the petitioners should focus on broadening marketing efforts and assessing the wider community's interest in and support for the school.
Facilities Summary	Petition does not include a facilities summary or references to appropriate appendices with facilities options details.	Petition includes a facilities summary and appropriate references to appendices, but summary is vague or incomplete.	Petition includes a facilities summary and appropriate references to appendices with details. Facilities summary includes basic information about the three facility options and a reference to the facility details included in the appendices (using the PCSC Facility Options Template).	Petition includes a facilities summary and appropriate references to appendices. Facilities summary includes clear, concise information about the facility options including location and total projected cost, and a plan for how alternative spaces will be identified if any of proposed options become unfeasible.	According to District #91's petition review, Option 3 may not be viable because of zoning issues with the site that prevented another charter school from utilizing the space. Does this remain the case?
Admin Services	Administrative services are not clearly defined.	Administrative services plans are weak or unrealistic.	Administrative services are clearly addressed and appropriate for school size.	Organization chart is provided to illustrate administrative structure.	Please remove the PCSC from the organization chart. The PCSC is a legally separate entity from the schools that it authorizes. The PFA, parents, and students are also separate from the school as an organization.

Civil Liability	Potential civil liability effects are not addressed.	Potential civil liability effects require additional clarification or explanation.	Potential civil liability effects on the school, authorizer, and local district(s) are clearly addressed and in compliance with statute.		
Insurance	A list of the types of insurance to be obtained is not provided.	The petition lists the types of insurance that will be provided, but omits one or more required policies.	The petition lists all the types of insurance that must be provided.	The petition commits to obtaining Errors and Omissions insurance, which is recommended but not required.	

[RETURN TO TABLE OF CONTENTS](#)

General Comments regarding Tab 2:

Tab 3					
See IDAPA 08.03.01.401.05					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Educational Philosophy	Description of “educated person” is not included.	Description of “educated person” does not clearly relate to school’s vision, mission, and/or instructional model.	Description of “educated person” clearly relates to school’s vision, mission, and instructional model.	Description of “educated person” is supported by research.	
	Explanation of “how learning best occurs” is not included.	Explanation of “how learning best occurs” does not clearly relate to the school’s vision, mission, and/or instructional model.	Explanation of “how learning best occurs” clearly relates to the school’s vision, mission, and instructional model.	Explanation of “how learning best occurs” is supported by research.	
Educational Program	It is unclear how the educational program relates to the vision and mission.	The description of the educational program attempts to address its relationship to the vision and mission, but additional development is required.	The description of the educational program directly relates to and supports the vision and mission.		
	Educational program fails to offer a choice currently unavailable or insufficiently accessible in the community.		Educational program offers a choice currently unavailable or insufficiently accessible in the community.		
	Description of educational program does not include an explanation of the instructional practices and/or curriculum.	Description of educational program does not provide a clear picture of the school’s plan.	Description of educational program includes instructional practices and curriculum, and illustrates for non-educators how the school will address academics.	Description of educational program is detailed and includes explanations and examples of the instructional practices and types of curriculum to be used.	

Educational program does not appear to be developed around research-based elements.	Educational program is indicated to be developed around research-based elements, but specifics are not provided.	Educational program is developed around research-based elements and references are provided.	Research-based educational program / elements of program have a record of success in other schools, which will directly assist implementation at the proposed new school.	
The petition does not address Common Core and/or the Idaho State Standards.	The petition reflects incomplete understanding of Common Core and/or the Idaho State Standards. The petition fails to address how the school will ensure its educational program will align with Common Core and the Idaho State Standards or, if the school is choosing not to align to some or all of the standards, fails to provide clear, detailed plans regarding how the school will adequately prepare students for standardized testing.	The petition reflects a strong understanding of Common Core and the Idaho State Standards. The petition addresses the means by which the educational program will align with Common Core and the Idaho State Standards or, if the school is choosing not to align to some or all of the standards, provides clear, detailed plans regarding how the school will adequately prepare students for standardized testing.	The petition includes a specific plan and timeline for ensuring alignment of the educational program with Common Core and the Idaho State Standards.	
Curriculum framework is not provided.	Curriculum framework is addressed, but incomplete or poorly aligned with mission and goals.	Curriculum framework is clear and aligned with mission and goals.		
Graduation requirements are not adequately addressed.		If proposed school will offer high school grades, petition states that the school's graduation requirements will align with those of the state.		N/A
Goals of the educational program are not included.	Goals are poorly stated, too vague or not demonstrative of logical outcomes for the educational program.	Goals convey the overarching outcomes of the educational program and reflect high standards for the target population. Goals can be logically connected to the school's mission and the MSES stated in Tab 4.	Goals are clearly tied to reliable research and data.	

Educational Thoroughness Standards	Methods for addressing educational thoroughness standards are not included.	Educational thoroughness standards are addressed, but the means by which they will be fulfilled is unclear or insufficient.	Explanation of the means by which all educational thoroughness standards will be fulfilled includes specific strategies.		
	Methods for addressing educational thoroughness standards do not reflect mission and goals.	Methods for addressing educational thoroughness standards inadequately reflect mission and goals.	Methods for addressing educational thoroughness standards clearly reflect mission and goals.		
Special Education Services	A special education plan is not included, is incomplete, or has not been deemed compliant by the SDE during the Sufficiency Review process.		The petition includes a complete plan for identifying and serving special needs students that has been deemed compliant by the SDE in the Sufficiency Review process.		
	Staffing allocations for special education are not addressed.	Staffing allocations for special education appear insufficient.	Staffing allocations for special education appear adequate. Plans consider contracting for particular services if necessary.		
Dual Enrollment	Plan for working with parents of dually enrolled students is not included, or plan is non-compliant.	Plan for working with parents is incomplete or reflects inadequate understanding of statute and district policies.	Plan addresses how school will inform parents of dual enrollment opportunities and will communicate with all relevant parties. Understanding of statute and district policies is evident.	Petition addresses whether or not non-charter students will be permitted to dually enroll at the public charter school.	

[RETURN TO TABLE OF CONTENTS](#)

General Comments regarding Tab 3:

Tab 4					
See IDAPA 08.03.01.401.06					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Measurable Student	The MSES do not appear to reflect the school’s mission, vision or previously stated educational program goals.		The MSES reflect the school’s mission, vision, and previously stated educational program goals.		

	MSES are not included or none of the MSES are appropriate or rely on measurement tools that are not consistent and objective.	Some of the MSES are not outcome based and/or do not use an appropriate, logical research methodology. Some of the MSES rely on measurement tools that are not consistent or objective or it appears the petitioners do not fully understand the measurement tools.	The MSES are outcome-based; utilize an appropriate, logical research methodology; and rely on measurement tools that are consistent and objective. Any measurement tools specific to the school's educational model are research-based and/or demonstrably reliable.		
	The methods by which student progress in meeting the MSES will be measured are not addressed.	The methods by which student progress in meeting the MSES will be measured reflect limited understanding of the measurement tools.	The methods by which student progress in meeting the MSES will be measured are addressed in a manner that reflects clear understanding of the measurement tools.	The petition clearly describes how MSES will be measured. Other diverse, research-based methods by which student progress will be measured are addressed. The petition explains how the resultant data (from MSES and other assessments) will be applied to improve student outcomes.	
	Plan for annual reporting of results related to MSES is not included.	Plan for annual reporting of results is vague or insufficient.	Plan for annual reporting of results related to MSES is clear and ensures transparency to stakeholders, authorizer, and the public.		The school has been working with PCSC staff on this measure and to date has made appropriate progress. The final petition should address how MSES results will be reported to stakeholders and the public.
	The manner in which students will be tested with the same standardized tests as other Idaho public school students is not addressed.	The manner in which students will be tested with the same standardized tests as other Idaho public school students requires revision.	The petition addresses the manner in which students will be tested with the same standardized tests as other ID public school students and outlines how the school will ensure strong participation.		Please describe how the school will ensure strong participation in state mandated tests.
Accreditation	Accreditation is not addressed, or the petition does not commit to obtaining such for grades 9-12.	The petition commits to obtaining accreditation for grades 9-12. However, the petitioners appear to lack understanding of the accreditation process.	The petition commits to obtaining accreditation for grades 9-12 and demonstrates a clear understanding of the process.	The petition commits to obtaining accreditation for all grades.	Allowing three years to reach accreditation is acceptable since AIA only plans to serve grades K-8, accreditation for those grades is optional.

Accountability and School Improvement	The petition does not demonstrate an understanding of state's accountability system.	The petition demonstrates limited understanding of the state's accountability system.	The petition demonstrates solid understanding of the state's accountability system.	The petition evidences an understanding of how data from the state's accountability system should be interpreted and applied at the school, classroom, and student levels.	
	A plan for how the school will respond if it is ever identified as being "in need of improvement" by the state is not provided.	The plan for how the school will respond if it is identified as "in need of improvement" by the state is incomplete or has not been customized to the proposed school.	The plan for how the school will respond if it is ever identified as "in need of improvement" by the state is complete and customized to the proposed school.	The plan includes specific steps that will be taken to avoid the circumstance of being "in need of improvement."	

[RETURN TO TABLE OF CONTENTS](#)

General Comments regarding Tab 4:

Tab 5					
See IDAPA 08.03.01.401.07					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Governance	Governance structure is unaddressed or non-compliant.	Description of governance structure is incomplete or inadequate.	Governance structure is well explained and indicates that the board of directors shall be legally accountable for the school's operations. Petition is consistent with Articles of Incorporation and Bylaws.		
	The petition does not have a reference to an appendix that includes ethical standards for the members of the board.		Petition has a reference to an appendix that includes ethical standards agreement to be signed by all the members of the board of directors.		
	Transition from founding to governing board is not addressed.	Plan for transition from founding to governing board appears inadequate.	Plan for smooth transition from founding to governing board is clear and likely to be effective. Issues related to avoidance of "founders' syndrome" and ensuring commitment to the mission and vision are addressed.		

	Plan for ongoing recruitment of board members is not provided.	Plan for board member recruitment appears unlikely to be effective in securing members with critical skill sets.	Plan for board member recruitment identifies specific qualifications for board members and includes strategies for grooming prospective board members.		
	Board training and evaluation plan is not provided.	Board training and evaluation plan is inadequate or lacks detail.	Board training and evaluation plan is detailed and specific, addressing the needs of both the initial and future board members. Self-evaluations will be completed at least annually.	Board training and evaluation plan addresses continuous improvement that includes certification through board training modules for all new members of the board of directors. Plan identifies strategies for improvement based on annual evaluations.	
	Commitments to comply with Open Meeting Law and Public Records Law are not included.	The commitments to comply with Open Meeting Law and Public Records law require revision for clarity or accuracy.	Clear commitments to comply with Open Meeting Law and Public Records Law are included.		
Parental Involvement	No discussion of parental involvement is included.	Described opportunities for parental involvement appear similar to those at most public schools.	Described opportunities for parental involvement exceed those available in most public schools. Petition contains a plan for making parents aware of governance, volunteer, and other opportunities.		
Audits	Commitment to obtain annual, independent fiscal audit is not included.		Commitment to obtain annual, independent fiscal audit is included.		
	Plan for reporting of financial information to authorizer and community is not provided.	Petition provides limited information regarding fiscal transparency and related requirements.	Petition demonstrates a clear understanding of fiscal transparency requirements, including maintenance of an expenditure website.		

[RETURN TO TABLE OF CONTENTS](#)

General Comments regarding Tab 5:

Tab 6

IDAPA 08.03.01.401.08

	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Employee Qualifications	Teacher and administrator certification is not addressed.	Petition’s statement regarding teacher and administrator certification requires editing for clarity or accuracy.	Petition states that teachers and administrators will be certified in accordance with statute.		
	Petition does not state that all teachers will be Highly Qualified.	Petition’s statement regarding HQT requires editing for clarity or accuracy.	Petition states that all teachers will be Highly Qualified.		
	Criminal background checks are not addressed.	Statement regarding criminal background checks is incomplete.	Petition states that all school employees and volunteers in direct contact with students will undergo criminal background checks.	Petition states that all school employees, members of the board of directors, and volunteers will undergo criminal background checks.	
	There is no plan for professional development and evaluation of staff is included in the appendices.	There is a plan for professional development and evaluation of staff included in the appendices, but no reference to the plan is included in Tab 6.	There is a plan for professional development and evaluation of staff included in the appendices, and a reference to the plan is included in Tab 6.		In Tab 6, please include a reference to the professional development plan that is in the appendices.
Health and Safety	Health and safety procedures are not addressed.	General health and safety procedures are outlined; however, additional specificity is required.	School climate is designed to ensure health and safety of students and staff. Specific procedures are detailed and address: drugs/alcohol, suicide prevention, bullying, and disaster preparedness.	School climate is clearly defined and follows best practices or research-based methods for creating safe schools. Specific procedures and staff training plans are detailed.	
	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances is not included.	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances requires editing.	Procedure for contacting parents and law enforcement regarding suspected use of controlled substances is realistic and implementable.		
Student Discipline	Little or no information and student discipline is provided.	Student discipline section fails to clearly describe classroom management philosophy and methods, as well as disciplinary protocol.	Classroom management philosophy and methods, as well as disciplinary protocol, are clearly explained.	Classroom management and discipline procedures align with the school’s mission and vision, and are designed to encourage the development of a positive school culture.	
	Disciplinary procedures, including suspension, expulsion, and re-enrollment are unaddressed or non-compliant.		Disciplinary procedures, including suspension, expulsion, and re-enrollment are clear and compliant.		

Employee Benefits	Employee benefits are not addressed or are non-compliant.	Statement regarding employee benefits is incomplete.	Petition states that all staff members will be covered by PERSI, federal social security, unemployment insurance, workers compensation, and health insurance.		
Employee Status	Transfer rights are not addressed or are non-compliant.	Statement regarding transfer rights is incomplete.	Petition clearly addresses the transfer rights of charter school employees.		
	Collective bargaining is not addressed or non-compliant.		Petition states that staff will be a separate unit for purposes of collective bargaining.		
Employee Contracts	Teacher and administrator contracts are not addressed.	Petition's statement regarding teacher and administrator contracts requires editing for clarity or accuracy.	Petition states that teacher and administrators will be on signed contracts in a form approved by the state superintendent of public instruction.		

[RETURN TO TABLE OF CONTENTS](#)

General Comments regarding Tab 6:

Tab 7					
See IDAPA 08.03.01.401.09					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Admissions Procedures	Enrollment capacity section is absent or addresses only total capacity.	Enrollment capacity section is unclear.	Enrollment capacity section includes total school capacity as well as grade-level capacity.		
	Growth plan is not provided.	Growth plan is unclear or fails to detail plan from year one through final expansion.	Growth plan is clear and complete from year one through final expansion.	Growth plan includes a backup strategy for dealing with lower than expected enrollment.	
	Admissions procedures are incomplete or non-compliant.		Admissions procedures, including timelines, are clearly explained and compliant.		

	Equitable selection processes are incomplete, unclear, or non-compliant and/or include preference groups not allowed by state law, or preferences are listed in the wrong order.		Equitable selection processes, including plan to address over-enrollment, development of the final selection list, and plan to renew the selection list in subsequent years are complete and compliant. Selection processes permit only preference allowed by statute, and the preferences are ordered correctly.	Policies regarding preference groups are included with the petition. (For example, “founder” and “sibling” are defined.)	
Alternatives	<i>If petition is for a traditional public school applying to convert to a charter school:</i> Public school alternatives are not addressed.	<i>If petition is for a traditional public school applying to convert to a charter school:</i> Public school alternatives are provided, but list is incomplete.	<i>If petition is for a traditional public school applying to convert to a charter school:</i> Public school alternatives are provided and include other charter schools (if applicable) and virtual charter schools.		N/A
Enrollment Opportunities	Process for making citizens aware of enrollment opportunities is unaddressed or non-compliant.	Process for making citizens aware of enrollment opportunities is vague.	Process for making citizens aware of enrollment opportunities is compliant, clearly defined, and includes specific timelines.	Plans include a variety of strategies to inform the public of enrollment opportunities; methods are appropriate for the target demographic and local community.	
	Plan for denial of school attendance is unaddressed or non-compliant.	Plan for denial of school attendance is incomplete.	Plan for denial of school attendance is clear and compliant.		
Student Handbook	There is no draft student handbook included in the petition’s appendices.	A draft student handbook is included in the appendices, but the reference to the appendix or the plan for distribution of the handbook is lacking or absent.	A draft student handbook is included in the appendices. Tab 7 includes a brief plan for finalizing and the handbook and ensuring stakeholder access to, and review of, the document. The section includes a reference to the location of the Draft Handbook in the appendices.		

[RETURN TO TABLE OF CONTENTS](#)

General Comments:

Tab 8

See IDAPA 08.03.01.401.10

	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Business Plan: Description	Business description is not provided.	Business description is vague or incomplete.	Clear and well-considered business description addresses both the non-profit corporation and public entity aspects of the school.		
	There is no Pre-Opening Timeline in the appendices or there is no reference to the appendix in Tab 8.		There is a Pre-Opening Timeline in the appendices and a reference to the appropriate appendix in Tab 8.		
Business Plan: Marketing	Marketing plan is not provided.	Marketing plan is vague or incomplete.	Comprehensive marketing plan includes goals, tasks, timelines, expenses, and responsible individuals.	Marketing plan extends beyond the pre-opening year and includes opportunities for partnerships to engage the community with the school.	When marketing to low income and at-risk families, some charter schools authorized by the PCSC have found that in-person recruitment, such as going door to door or attending well-attended community events, is often the most effective way to reach this population.

	<p>Strategy for reaching at-risk and underserved families is not provided.</p>	<p>Strategies for reaching at-risk and underserved families are vague.</p>	<p>Strategies for reaching at-risk and underserved families, as well as families that might not be aware of the school, are well developed.</p>	<p>Petitioners have already made efforts to reach at-risk and underserved families. Evidence of interest in the school reflects that these efforts have been successful.</p>	<p>From the Board interview, it was clear that the group is highly committed to serving at-risk and underserved families. The group's first facility choice is adjacent to several neighborhoods with high percentages of underserved families. Children residing in these neighborhoods would be close enough to walk or ride to school.</p> <p>Early research conducted on the effects of the 4-day school week suggest that the schedule has a disproportionately negative impact upon families from lower socioeconomic backgrounds. We recommend that you consider how you will overcome that potential barrier with the establishment of a 4-day school week.</p>
--	--	--	---	--	---

Business Plan: Management	Management plan is not provided.	Management plan is vague or incomplete.	Comprehensive management plan identifies roles and responsibilities of the board of directors, administration, business management, contractors (including EMO / CMO, if applicable), and support staff. If a management company is to be used, costs and services are clearly described, and a copy of the proposed contract is included in the appendix.	School has provided an organizational chart that demonstrates the connections and reporting structure(s) between the board of directors, administration, contracts, and school staff.	Board members are volunteers who provide school oversight. It is inadvisable to assume the treasurer can perform the financial duties and reporting of the school. The school should plan on including a business manager position. The role of the board president, as described, exceeds appropriate boundaries. The president should not have powers independent of the board as a whole.
Business Plan: Finances	Financial oversight plan is unaddressed or non-compliant.	Financial oversight plan is incomplete or likely to be ineffective.	Financial oversight policies and plans are described and demonstrate understanding of proper fiscal oversight.	Financial oversight plan includes details about the school's intended policies for: budgeting, processing and monitoring of revenue and expenses, and managing cash flow. Plans demonstrate a strong understanding of proper fiscal oversight. Thorough, appropriate financial policies have been adopted by the board of directors.	
	No fundraising or grant writing plan is provided.	Fundraising or grant writing plan is incomplete, or the budget relies on fundraising/grants to remain viable.	Realistic fundraising and grant writing plan identifies specific strategies, grantors, and goals. However, the budget does not rely on fundraising or grants to remain viable.	Successful fundraising strategy has been enacted. Documentation of guaranteed donations and/or grants is provided.	
Transportation	No plan for the provision of student transportation is in place.	Plan is to add student transportation in future years, but the service will not be offered immediately.	Clear, documented plan is in place to offer student transportation.	Clear, documented plan is in place to offer student transportation beginning in year two or sooner	

	Transportation plan does not consider how the plan (or lack thereof) will impact the ability of all interested families to enroll.	Transportation plan partially addresses how the plan will impact the ability of all interested families to enroll.	Transportation plan includes narrative regarding how the plan will impact the ability of all interested families to enroll, influencing student demographics and school finances.		
Nutrition	Student nutrition is not addressed.	Student nutrition service plans vague or undocumented.	Description of whether and how student nutrition will be provided is clear and documented.	Student nutrition will be provided beginning in year one.	It appears that the school plans to provide student nutrition, however in the petition it states that the decision to provide nutrition will be reviewed annually. Please edit for consistency.
	Free and reduced lunch (FRL) eligibility is unaddressed or non-compliant.	Plan for identifying students who are eligible for FRL is unclear or inadequate.	Appropriate plan is in place for identifying students who are eligible for FRL.		

[RETURN TO TABLE OF CONTENTS](#)

General Comments regarding Tab 8:

Tab 9					
Virtual Schools and Blended Programs Only. See IDAPA 08.03.01.401.11					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	Comments
Learning Management System	Learning management system has not been identified.	Description of learning management system is vague or appears inadequate to fulfill the mission and meet identified goals.	Description of learning management system addresses technology platform, curriculum, and rationale. System appears adequate to fulfill mission and meet identified goals.		
	Learning management system does not appear to offer opportunities significantly different from those already available.		Learning management system offers new opportunities to families.		

Educational Program – Virtual	Rationale for use of a virtual program is not addressed, or the virtual method appears to be a poor choice for fulfilling the mission and meeting stated goals.	Rationale requires further development*.	Petition provides strong rationale for use of a virtual program, rather than a brick-and-mortar program, to fulfill the mission and meet stated goals.	Virtual program will provide unique opportunities and meet goals that could not be achieved in a brick-and-mortar setting.	
	Plan to ensure all students have access to the virtual educational program is not addressed.	Plan to ensure all students have access to the virtual educational program is incomplete or vague.	Plan to ensure all students have access to the virtual educational program is complete and demonstrates thoughtfulness and planning of petitioners to market to and address educational needs of all students.		
	Role of online teacher is not addressed.	Role of online teacher is not sufficiently detailed or appears inadequate.	Role of online teacher, including consistent availability of teacher to individualize and provide guidance around course material is clearly described.	Role of teacher is sufficiently broad to minimize reliance on parent or learning coach for guidance around course material.	
	Assessment of student work is not addressed.	Means by which student work will be assessed is not sufficiently detailed or teacher involvement appears inadequate.	Means by which student work will be assessed is clearly described, including level of teacher involvement in evaluating and responding to student performance.		
	Student-teacher interaction is not addressed.	Student-teacher interaction appears inadequate to ensure student success.	Means by which student will interact with teachers includes timely and frequent feedback about student progress.	Petition describes unusually strong level of teacher support that extends beyond academic instruction.	
	Student-to-student interaction is not addressed.	Student-to-student interaction appears inadequate to foster school community.	Opportunities for student-to-student interaction are practical, diverse, and likely to cultivate school community.	Petition describes unusually strong strategies for fostering student community and positive culture.	

Technology	Plan for provision of hardware, software, and connectivity is absent or does not ensure equal access.	Plan for provision of hardware, software, and connectivity is vague or may not be sufficient or affordable.	Reasonable plan is in place for ensuring equal access to all students, including provision of necessary hardware, software, and internet connectivity required for participation in online coursework.		
	Plan for provision of technical support is not provided.	Plan for provision of technical support is vague or may not be sufficient or affordable.	Plan for provision of technical support relevant to the delivery of online courses is cost-effective, timely, and supported by adequate staff.		
	Plan for training students and parents in use of hardware and software is not provided.	Plan for training students and parents in use of hardware and software appears insufficient.	Plan is in place for training students and parents in use of hardware and software.		
Professional Development	Professional development specific to the virtual environment is not addressed.	Strategies for professional development require additional development to ensure successful implementation of the virtual program.	Strategies for professional development specific to education in the virtual environment address both initial and ongoing training.		
	Teacher evaluations specific to the virtual environment are not addressed.	Teacher evaluation plan is vague or inadequate.	Teacher evaluation plan includes observation and intervention strategies specific to virtual education.		
Data Collection	Means of verifying student attendance is unaddressed or non-compliant.	Means of verifying student attendance is vague or insufficient.	Means of verifying student attendance is clearly described. Attendance will focus primarily on coursework and activities correlated to the thoroughness standards.		
	Means of awarding course completion is unaddressed.	Means of awarding course completion is vague or insufficient.	Means of awarding course completion is clearly described.		
	Administration of standardized testing is not addressed.	Plan for administration of standardized tests is impractical for the school and/or families. Inadequate participation appears likely.	Strategies for administering standardized testing to all students are practical and affordable.	Strategies include methods for motivating participation and assisting families with limited resources.	

[RETURN TO TABLE OF CONTENTS](#)

General Comments regarding Tab 9:

Tab 10					
See IDAPA 08.03.01.401.12					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds – 3	
Business Arrangements and Partnerships	No information is provided regarding contracted / purchased services or other partnerships.	Information is provided regarding business partnerships, contracted / purchased services, and/or community partnerships, but is incomplete or vague.	Specific business partnerships, contracted / purchased services, and community partnerships are described. Supporting documents (draft contracts / letters of intent or support / MOUs) are included in the appendices and referenced in Tab 10.	Partnerships that are integral to the educational program have been developed and their nature is clearly described.	Please provide references in Tab 10 to partnership documentation provided in the appendices.
	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Rationale for use of the EMO / CMO is not addressed or appears to be a poor choice for fulfilling the school’s mission, goals, or needs.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Rationale requires further development.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Petition provides strong rationale for use of the EMO / CMO, rather than performing the work in-house.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Use of the EMO / CMO will provide unique opportunities and meet goals that could not be achieved in-house.</p>	N/A
	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>School board appears to have inadequate oversight and control over school finances, educational program, and/or employees.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>School board apparently retains oversight and control, but no plan is in place for evaluating the management company.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>School board clearly retains oversight and control over school finances, educational program, and employees. Plan is in place to regularly evaluate and redirect EMO / CMO as needed.</p>	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Local, independent school board clearly evaluated multiple management companies and selected a vendor appropriate to meet specific needs.</p>	N/A

	<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Tab 10 does not include a reference to an appendix containing the CMO / EMO agreement or contract.</p>		<p><i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i></p> <p>Tab 10 includes a reference to an appendix containing the CMO / EMO agreement or contract.</p>		N/A
Termination	Termination plan fails to specify individuals responsible for tasks associated with dissolution.	Termination plan relies on employees for the completion of tasks associated with dissolution.	Termination plan specifies non-employee individuals responsible for tasks associated with dissolution.		
	Disposal of assets is unaddressed or non-compliant.	Disposal of assets is generally addressed, but additional detail is required.	Plan for disposal of assets, including responsible individual is clear and compliant. Distinction is made between assets purchased with federal and non-federal funds.		
	Payment of creditors is unaddressed or non-compliant.	Payment of creditors is generally addressed, but priorities are not specified.	Payment of creditors is addressed and includes a list of priorities for payment (if permitted by courts).		
	No plan is in place for completion of final, independent fiscal audit.		Plan is in place for funding and completion of final, independent fiscal audit.		
	Long term record storage is not addressed.	Long term storage plans are vague or inappropriate.	Plans for secure, long-term storage of records, including student and personnel records, are clear. Process for accessing records will be available to the public.		
	Student records transfer plan is not provided or is non-compliant.	Student records transfer plan is vague or inadequate.	Process for transferring student records is clear, includes identification of responsible individuals, and will be available to the public.		

	Personnel records transfer plan is not provided or is non-compliant.	Personnel records transfer plan is vague or inadequate.	Process for transferring personnel records is clear, includes identification of responsible individuals, and will be available to the public.		
Additional Info	Additional information is repetitive or unnecessary.		Additional information is new (not repetitive of previous content) and is helpful and appropriate.		N/A
	Additional information is given in the appendices, but there are no references in Tab 10.		There are appropriate references in Tab 10 to additional information provided in the appendices.		N/A

[RETURN TO TABLE OF CONTENTS](#)

General Comments regarding Tab 10:

Appendices					
The appendices section must include the information listed in IDAPA 08.03.01.401.13. Additional appendices may be included as referenced in other sections of the petition. Appendices should be organized in a logical manner.					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds - 3	Comments
A: Articles Incorporation & Bylaws	Articles of Incorporation are not included, or are included but unsigned.	Signed Articles of Incorporation are included but require revision.	Signed Articles of Incorporation, including any amendments thereto, are included as an appendix to the petition.	It is clear that the petitioners understand the nature and purpose of the Articles.	
	Bylaws are not included, or are included but unsigned.	Signed Bylaws are included, but require revision.	Signed Bylaws are included as an appendix to the petition.	It is clear that the petitioners understand the nature and purpose of the Bylaws.	Please explain the difference between the Corporate Meetings and Annual Board Meetings, or otherwise edit for clarity.

	Bylaws do not address the process by which members of the school's board of directors will be selected.	Bylaws partially address the process by which members of the school's board of directors will be selected. Process for board selection may be addressed, but bylaws lack full clarity and detail.	Bylaws outline a clear process for selection of members of the school's board of directors, including: number and designation of seats, board member terms, elections vs. appointments, nomination and voting procedures, eligible voters, applicable definitions, etc.		Several PCSC authorized schools have changed their annual meeting dates to October because they find that it is difficult to ensure adequate stakeholder participation in the summer.
B: Elector Signatures	Elector petition and/or documented proof of elector qualifications are not included, or the number of electors is insufficient.		Elector petition and documentation for proof of elector qualifications are included.		
C: Charter Workshop	No members of the petitioning group attended the SDE's Charter Start! Workshop.	Documentation confirms the petitioning group's attendance at the SDE's Charter Start! Workshop. However, only 1 member attended or the attendee(s) is/are no longer actively involved in the petitioning process.	Documentation confirms that at least 2, active members of the petitioning group attended the SDE's Charter Start! Workshop.	Documentation confirms that all active members of the petitioning group attended the SDE's Charter Start! Workshop.	
D: Board Resumes & Petitioning Group List	Resumes for all members of the school's board of directors are not included.	Resumes provided may be incomplete, unprofessional, or lacking references.	Professional resumes for all members of the school's board of directors are included and provide several references, with contact information, for each board member.	Resumes are accompanied by a brief narrative explaining the individual and collective qualifications of the members of the board of directors, focusing on their capacity to assume responsibility for public funds and the education of Idaho students.	
	Board membership reflects a lack of diverse experience and skills.	Board membership reflects some diversity of experience and skills.	Board membership reflects diverse experience and skills (such as education, law, real estate, management, financial planning, and community outreach). It is evident all members of the board of directors are active in the petitioning process.	Board membership includes experience with charter school leadership.	

	A list of the petitioning group, including names and primary roles of persons involved with petition development is not provided.	The list of names and roles of those involved in the development of the petition is incomplete or vague.	The petition includes a list of the names and primary roles of all persons significantly involved with development of the petition, including: founders, members of the board of directors, contractors, employees, and community volunteers. List identifies individuals expected to remain involved with the school during pre-opening and operations.		Per the board interview, all previous concerns in this area have been addressed.
	Ethical standards for the members of the board of directors are not addressed.	Ethical standards to which the petition refers are vague or inadequate.	Appendices include an appropriately detailed ethical standards agreement to be signed by all the members of the board of directors.		
E: Contracts, Leases & Agreements	Contracts, leases, agreements or other documents demonstrating relationships described in Tab 10 (and other sections of the petition) are not included in the appendices.	Documents demonstrating relationships described in Tab 10 (and other sections of the petition) are included in the appendices but are vague or incomplete.	Contracts, leases, agreements, and other documents demonstrating relationships are included in the appendices. Documents are well-organized, clear, and adequate to demonstrate the relationships described in Tab 10 (and other sections of the petition).		
	<i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i> Contract is incomplete or absent.	<i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i> Contract is unclear, or costs appear unreasonable by comparison to services provided.	<i>If a Charter Management Organization (CMO) or Educational Management Organization (EMO), or other management company is to be used:</i> Contract clearly delineates costs and services. Costs appear reasonable by comparison to services provided.		N/A

F: Budget Assumptions & Supporting Documents	Budget assumptions have not been provided or PCSC	Budget assumptions are incomplete or unclear.	Budget assumptions are provided for the pre-opening year, as well as the first three years of operations. The assumptions are complete, consistent with the budgets, and appropriately documented. Budget assumptions are provided on the completed PCSC's Budget Assumptions template.	Budget assumptions include explanations of how the assumptions were developed. A description of what budgetary adjustments will be made if enrollment fails to meet projections is included.	
G: Pre-Opening / Start-up Budget	Pre-opening year budget is not provided.	Pre-opening year budget is incomplete, poorly documented, or appears insufficient to cover activities described in the petition.	Pre-opening year budget reflects reasonable expenditures that align with remainder of petition, including: marketing, facilities, staffing, insurance, contractors, memberships, certifications, audits, curriculum, technology, exceptional student services, etc. Revenues and expenditures are supported by documentation.		Expenses for legal services and insurance may be incurred prior to the beginning of FY17 and should be added to the pre-opening budget.
	Spending priorities do not clearly align with the stated mission and educational program.	An attempt has been made to align spending priorities with the mission and educational program, but resources allocated appear inadequate to meet pre-opening needs.	Pre-opening budget is adequate to meet the schools pre-opening needs while also demonstrating thoughtful, conservative budgeting practices.	Spending priorities align with the mission and educational program and resources.	

H: 3-year Operating Budgets	<p>Operating budgets for the first three years of operations are not provided, are incorrectly formatted, or are incomplete.</p>	<p>Operating budgets for the first three years of operations are incomplete, poorly documented, or appear insufficient.</p>	<p>Operating budgets for the first three years of operations are provided on the PCSC's template.</p> <p>Budgets are provided for best-case, worst-case, and most-likely-case scenarios.</p> <p>Revenues and expenditures appear reasonable and are supported by documentation.</p>	<p>Five-year budget projections are provided.</p>	<p>PCSC staff requested a break-even analysis in place of best-case and worst-case scenarios. It does not appear that a break-even was achieved, as evidenced by the projected operating income of \$87,287.</p> <p>PCSC staff determined a break-even of 230 students based upon hard costs (such as facilities and insurance) and budget assumptions (such as cost per student for technology, transportation, nutrition) provided in the budget template. Instructional staff for the PCSC break-even was 9 certified employees in an effort to maintain appropriate student ratios, an administrator, SPED director, and 2.5 FTE classified employees. The PCSC staff break-even analysis did not include any carry-over of funds from the pre-opening year.</p>
	<p>Projected growth appears unrealistic or inadequate to meet long range financial plans.</p>	<p>Growth projections are not clearly supported by realistic data and/or supported by expanded staff and facilities.</p>	<p>Projected growth is realistic, adequate to meet long range financial plans, and supported by expanded staff and facilities.</p>		
	<p>Spending priorities do not clearly align with the mission and educational program.</p>	<p>An attempt has been made to align spending priorities with the mission and educational program, but resources allocated appear inadequate to achieve stated goals.</p>	<p>Resources are adequate to achieve the school's stated goals while also demonstrating thoughtful, conservative budgeting practices.</p>	<p>Spending priorities align with the mission and educational program.</p>	

I: 1 st year Cash Flow	First-year cash flow projection is not provided.	First-year cash flow projection is incomplete, inadequate, or indicates insufficient understanding of public school funding.	Adequate first-year cash flow projection reflects thorough understanding of public school funding. Cash flow is presented on the PCSC Cash Flow Template.		Cash flow does not cover the first year budgeted expenses. The positive ending fund balance in Year 1 is due to the anticipated remaining balance of pre-opening funds.
J – L: Facilities	Specific facility options have not been identified, or too few facility options are provided.	Descriptions of multiple, specific facility options are included; however, detail is insufficient or the facilities may not be adequate to ensure full implementation of the educational program.	Descriptions of three or more realistic facility options are provided with sufficient detail indicating that the facilities are appropriate and sufficient. Facility options are presented using the completed PCSC Facility Options template.	The primary facility option is unusually strong, such as a guaranteed donation of a building or land. Reasonable, well-supported backup options are also included.	
	One or more of the proposed facilities are not located within the primary attendance area and/or the district by which the petition was referred to the PCSC.		All of the proposed facilities are located within the primary attendance area and the district by which the petition was referred to the PCSC.		
	Timelines for facility completion are absent or unreasonable.	Timelines for preparation of one or more of the facility options are aggressive and may not be attainable.	Reasonable and appropriate timelines for completion of all facility options are provided.	Contingency plans are provided for use in the event that facility preparation timelines cannot be met.	Please provide timelines for completion of facility remodels and renovations. Through the interview with the founding board and a follow-up conversation with the owner of one of the possible facilities, PCSC staff believe it is reasonable to expect that the minor renovations needed can be completed in time for the opening of the 2016-17 school year.
	Petition does not demonstrate that the facilities is (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc.	Petition partially demonstrates that the facilities are (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc. However, additional information is needed to ensure compliance.	Petition demonstrates that the facilities are (or can be) in compliance with applicable codes, health and safety laws, ADA requirements, etc.	Certificates to verify compliance and/or written quotes for bringing facilities into compliance are included by reference to the appendix.	

M: Pre-Opening Timeline	Pre-opening timeline is not provided using the PCSC's Pre-Opening Timeline Template.	Pre-opening template requires additional development to ensure timely completion of preparation to begin operations.	Complete, pre-opening timeline is provided using the PCSC's Pre-Opening Timeline Template and reflects strong understanding of the steps involved in preparing for operations.		
N: Staff Professional Development & Evaluation	Professional development plan is not included or is reflects a plan with minimal offerings that is poorly aligned with the mission or clearly inadequate to ensure successful implementation of the educational program.	Petition expresses an intention to base professional development on teacher needs, student progress, and school mission, but plan is vague. Plan needs additional development to ensure successful implementation.	Professional development strategy is thorough, specific, and sufficient to ensure successful implementation of the educational program and fulfillment of the mission. Adequate resources are committed to initial and ongoing professional development.	Professional development plan is sufficient (both in content and resources) to ensure successful implementation and integrates staff feedback and school and staff evaluation data in determining future training needs.	
	Plans for teacher and administrator evaluations are not included or are non-compliant.	Plans for teacher and administrator evaluations are vague or insufficient.	Petition includes clear process for evaluating teacher and administrator effectiveness and using results to improve student outcomes.	Plans for working with underperforming teachers/administrator(s) are included.	It is commendable that the school's model includes daily classroom visits by the administrator, enabling ongoing teacher evaluations and training.
O: Outreach Activities	Petitioners have not engaged in significant outreach activity.	Past and planned outreach activities may not be adequate to ensure community interest and involvement.	Outreach activities designed to reach a broad audience have resulted in documented enrollment interest and community involvement with school development. Planned outreach is specific and ongoing.		It is clear from the board interview that the petitioning group is committed to reaching a broad audience.
P: Interested Family List	A list of interested families is not included in the appendices.	A list of interested families is included in the appendices but does not demonstrate an adequate level of market interest based on the school's stated enrollment targets.	A list of interested families is included in the appendices and demonstrates an adequate level of market interest based on the school's stated enrollment targets.	The list of interested families is well organized and detailed, and includes a number of potential students that <i>far</i> exceeds the school's stated enrollment targets.	
Q: Student Handbook	Draft student handbook is not provided.	Draft student handbook is incomplete or has not been tailored to the school.	Complete, draft student handbook is tailored to the school.		

Other Appendices	Appendices are poorly organized or lacking critical information.		Appendices are logically organized and include all critical information without providing unnecessary or redundant materials.		
------------------	--	--	---	--	--

[RETURN TO TABLE OF CONTENTS](#)

General Comments regarding Appendices:

Please eliminate any references to the PCSC Commission being a part of AIA’s organizational chart. The two are separate legal entities.

General Quality Indicators					
These indicators apply throughout the petition and the petitioning process.					
	Does Not Meet – 0	Partially Meets – 1	Meets – 2	Exceeds - 3	Comments
Timeliness	Petition and related documents are frequently submitted after deadlines.	Petition and related documents are occasionally submitted after deadlines.	Petition and related documents are submitted in accordance with timelines in statute, rule, and PCSC policy. Exceptions to this are very rare and have <i>advance</i> approval from PCSC staff.	Petitions and related documents are submitted promptly, well in advance of required deadlines.	
Thoroughness	Petition revisions fail to address many concerns and recommendations cited by SDE and PCSC staff. Petitioners attempt to rely on oral assurances in place of written revisions.	Petition revisions address most concerns and recommendations cited by SDE and PCSC staff.	Petition revisions consistently reflect petitioners’ best efforts to respond thoroughly to all concerns and recommendations previously cited by SDE and PCSC staff. Revisions are made in the petition document.		
	Some petition revisions are made without the use of legislative formatting.		All petition revisions are correctly marked using legislative formatting. Only revisions made since the last PCSC staff review marked. (Legislative formatting need not be used on budget spreadsheets or when entire appendices are simply re-ordered but not changed.)		

Professionalism	Petition contains many typographical errors and/or formatting inconsistencies.	Petition contains a moderate, but unacceptable, number of typographical errors and/or formatting inconsistencies.	Petition contains very few typographical errors and/or formatting inconsistencies.	Petition is free of typographical errors and/or formatting inconsistencies.	The petition would benefit from additional proofreading to eliminate typographical and similar errors.
	Quality of writing is poor and requires extensive editing.	Writing requires editing for clarity, consistency, and/or grammatical errors.	Quality of writing is clear, consistent, logically organized, and free of grammatical errors.	Writing is exceptionally strong, presenting concepts in a concise, compelling, and error-free fashion.	
	Petition is poorly organized and/or contains numerous reference errors.	Petition is reasonably organized and contains few reference errors.	Petition is well-organized and references to other documents, sections, and appendices are accurate. The document includes sufficient electronic “bookmarks” for ease of navigation.		
	Petition contains text obviously taken from other documents and not reviewed or customized.	Petition contains sections of “boilerplate” text that have not been customized to suit the school.	Petition does not rely on text taken from other documents, except as is appropriate for replication of proven models. Any “boilerplate” sections have clearly been reviewed and customized as necessary.		
Communication	Petitioners did not communicate with the SDE or PCSC regarding questions, updates, or issues in the petitioning process.		Petitioners communicated appropriately and professionally communication with the SDE and PCSC. Petitioners sought out assistance from the SDE and PCSC when needed and kept the PCSC updated during the petitioning process regarding any issues / changes.		
Compliance	Petition format is not consistent with IDAPA 08.03.01.400.	Petition format is mostly consistent with IDAPA 08.03.01.400.	Petition format is consistent with IDAPA 08.03.01.400.		
	Petitioners did not follow the petitioning process as outlined in ID §33-52 and PCSC policy.		Petitioners followed all appropriate steps of the petitioning process as outlined in ID §33-52 and PCSC policy.		

GENERAL COMMENTS REGARDING THE PETITION

Idaho Public Charter School Commission Petitioning Board Interview

Petitioning School	Alturas International Academy (AIA)
Date of Interview	November 20, 2015
PCSC Staff Interviewers	Tamara Baysinger, PCSC Director
	Jennifer Barbeau, Accountability Program Manager
	Kirsten Pochop, Charter Schools Program Manager
Board Members Interviewed	Philip Harper, Chairman
	Heath Bowen, Member
	Candise Gilbert, Member
	Michelle Ball, Member
	Angey Lybbert, Member
	Susan Holmes, Member
	Jared Allen, Member
	Katie Davenport, Member

PCSC staff interviewed the eight members of the Alturas International Academy (AIA) board of directors. The interview focused on the members' understanding of and capacity to address the unique challenges of opening and operating a public charter school; the proposed academic program; their understanding of board member and authorizer roles; the experience, motivation, and capacities they bring to the board; and their level of understanding of school budgeting and the school facility negotiation process.

AIA's board members represent a wide array of skills and backgrounds and all express a genuine enthusiasm for the multi-age classroom structure and the International Baccalaureate (IB) educational model, the school, and the charter concept. Board members stressed that there are no IB schools in all of Southeast Idaho. The board includes a highly regarded teacher, school counselor, several business owners, an attorney, and two stay-at-home moms.

The group is anchored around the expertise of Michelle Ball, a teacher with over thirty years of experience, twenty of which were spent teaching in a 1-3 multi-age classroom. Currently, Ms. Ball and Susan Holmes, the school counselor, are running a homeschool cooperative with approximately 25 children enrolled. Several of the founding group members have enrolled their children in the cooperative. They see the homeschool as a testing ground for IB and a chance to refine the multi-age model. The board reveres Ms. Ball and her teaching methods, however, they understand that AIA will require the services of a skilled administrator committed to the mission in addition to retaining Ms. Ball as the lead teacher.

The board is enthusiastic about opening a new school in Idaho Falls that would serve all children throughout the city and its surrounding suburbs. In particular, they hope to reach low-income, under-served children who reside in the neighborhood adjacent to their first choice facility. They are also motivated by a desire to establish a high quality educational option for their own children. Many of the board members have school-aged children.

The AIA board expressed a clear understanding of their role in ensuring a high quality charter school including the importance of hiring competent staff and safeguarding the school's mission. The board articulated what would constitute evidence of AIA's success as a school from quantitative measures such as test scores to social-cultural factors such as community engagement and teacher satisfaction. The board also demonstrated a thorough understanding of the role of the authorizer.

While the board includes several small business owners who have experience with budgets and finances, their collective understanding of school finance is developing. However, they have a fairly strong grasp of charter school revenues and are committed to conservative budgeting practices, particularly related to their facility expenditures. Board members appear to struggle with the concept of a break-even analysis and appear to have underestimated some of the costs required to operate a school. Nevertheless, their overall plan appears reasonable at this stage in the charter development process.

Strengths of the board:

- Strongly held belief that all children, regardless of income or family background, can succeed academically
- Clear commitment to and understanding of the school's mission
- Diverse range of expertise from business to academic to legal
- Willingness to seek education and advice to improve their own chances of success
- Active engagement in the interview by all members, suggesting a true team effort and broad-based commitment to the school

Areas of concern:

- The group's understanding of school finance, particularly the expenditures required to run a school, is not as well developed as it will need to be in order to ensure fiscally stable operations



ALTURAS

INTERNATIONAL ACADEMY

**A petition to create a public charter school in Idaho Falls serving grades
K-6 (2016-17)
K-8 (2017-18)**

Date: October 6, 2015
Contact Person: Phil Harper, Chair of the Board of Directors
Contact Address: 2105 Coronado Street, Idaho Falls, ID 83404
Contact Phone: (208) 360-1317
Fax: (208) 545-8447
Contact Email: Drphil_dmd@hotmail.com
Physical Location: Within Idaho Falls School District 91

Enrollment will be available to all Idaho students with the primary attendance area including all of Idaho Falls School District 91 Bonneville District 93 and Shelley District 60.

Alturas International Academy does not discriminate on the basis of race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs in providing education services, activities, and programs, including: vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email.

Alturas International Academy Petition Table of Contents

<u>Tab 1 - Executive Summary, Vision, Mission, and Legislative Intent</u>	<u>pg. 3</u>
<u>Tab 2 - Proposed Operations</u>	<u>pg. 7</u>
<u>Tab 3 - Educational Program and School Goals</u>	<u>pg.14</u>
<u>Tab 4 - Measurable Standards, Accreditation, and Accountability</u>	<u>pg.41</u>
<u>Tab 5 - Governance Structure, Parental Involvement, and Audits</u>	<u>pg.47</u>
<u>Tab 6 - Employee Requirements</u>	<u>pg.51</u>
<u>Tab 7 - Admissions, Discipline, Student Policies</u>	<u>pg.67</u>
<u>Tab 8 - Business Plan, Transportation, and School Lunch</u>	<u>pg.73</u>
<u>Tab 9 - Virtual Charter Schools</u>	<u>pg.81</u>
<u>Tab 10 - Business Arrangements, Community Involvement, and School Closure</u>	<u>pg.82</u>

Tab 1 – Executive Summary, Vision, Mission, and Legislative Intent

Executive Summary

The goal of the Alturas International Academy (the Academy) is to bring the International Baccalaureate (IB) programmes to Southeast Idaho and to create a more educated and civic-minded culture. The Academy will accomplish its vision and mission by exceeding the guidelines set forth by the State of Idaho and successfully implementing requirements of the IB programmes.

To become a well-rounded individual in a global economy, a person must adapt and combine traditional academic disciplines with new skills of creativity, technology and innovation. At the Academy, students will be taught changing patterns of knowledge and skills, and grow their academic capabilities each day with an understanding that the world is greater than their own national borders.

Those involved in the conception and organization of the Academy – the organizing group – are concerned parents, community members and professionals, including educators, attorneys, medical professionals and business people. Each member of this group wants to bring an alternative, rigorous educational choice to the students and families of Southeast Idaho.

The organizing group has visited many charters within Idaho and Utah and found the IB model to be in line with the education experience they believe children need to have in order to succeed educationally, as well as contribute to and succeed in tomorrow's global economy.

After thousands of hours of collective time collaborating and surveying the interest and needs of local parents within the community, the organizing group determined to use their expertise in education, business, organizational management and law to establish the Academy. In addition to personal and professional skills, these individuals and families share a common passion for ensuring children in Southeast Idaho have exceptional educational choices.

The main focus of all IB programmes is to teach students to be lifelong learners who seek to better the planet by striving for harmony and by providing service to humanity. To be part of this IB program, the Academy will first begin the application process to the IB organization for full accreditation as a Primary Year Programme (PYP). During the second year of operation, the Academy will begin the application process to become accredited in the Middle Years Programme (MYP). In subsequent years, the Academy will apply for full accreditation as a Career-Related Programme (CP).

Research shows that students in IB programmes academically out perform their non-IB peers. According to a global study, PYP and MYP students at IB schools outperformed their non-IB peers in each area assessed by the International Schools' Assessments (ISA) – math, reading, narrative, and expository writing (Tan, Bibby, 2010). The Academy will give students of Southeast Idaho access to this proven, high-quality education program.

To meet and exceed standards in the IB programmes and those required by the State of Idaho, the Academy will implement the following educational opportunities and teaching methods:

- Students will be taught Spanish through instruction, social interactions, and environmental exposure.
- Students will be taught in multi-age and multi-grade classrooms, a structure proven to grow students from their current academic levels and to develop leaders.
- Teachers will use diversification and small group instruction, supported by teacher aides and parent volunteers, to encourage student growth academically and as an individual. Instructing at individual academic levels will allow for the progression of core concepts, which will in turn enrich each student's confidence to question and explore in a respectful, safe environment.
- Younger students will have the opportunity to model and learn from their older peers as they collaborate to solve real-life problems. Relationships will be formed through mentoring.

The skills students will acquire from the above teaching methods will enable students to meet and exceed Idaho Core Standards and the rigorous IB curriculum standards.

Overview

Alturas International Academy will provide a high-quality education preparing students to excel in their local and international communities, while also meeting and exceeding the State of Idaho's academic standards and requirements. Instruction will be delivered in caring and academically challenging multi-age classrooms structured within the International Baccalaureate (IB) framework.

Measures of Success

The Board of Directors will measure against the following goals when evaluating the Academy's success. The Academy will be viewed as successful when all goals are accomplished:

- Meets measurable proficiency outcomes detailed in Tab 3.
- All IB framework goals are being met.
- IB Accreditation is maintained.
- 90% of parents indicate they are satisfied or very satisfied on the annual parent survey.
- 90% of faculty indicate they are satisfied or very satisfied on the annual faculty survey.
- 70% of Academy graduates go on to a 2-year or 4-year college.

Community Need and Interest

There is currently no IB programme in Southeast Idaho. The introduction of the IB Programmes through the Academy promises to benefit students, families, and the community at large in the region. Founded on proven philosophies and research-based teaching methodologies, the Academy's IB framework for curriculum will:

- Allow the Idaho Core Standards to be taught more effectively.
- Provide a unique environment where students learn in small groups and at their individual instructional level, regardless of their designated grade or age.
- Give families a choice to pursue a more rigorous educational opportunity for their child(ren).

The result will be an increased number of students in Southeast Idaho graduating and attending college, and beyond this, the creation of a community of lifelong learners.

Organizing Group's Motivation

Many of the individuals comprising the Academy's organizing group have children who were taught in a multi-age program that provided them with a variety of opportunities to reach their full academic potential. The teaching techniques utilized were adapted and flexible to each student's unique learning style. The teacher was a facilitator of true learning for each student. The students were taught at their individual instructional levels and as such, they experienced exceptional academic and social growth.

The educational methodologies used in these environments created a safe learning community where students grew academically and took responsibility for their own learning. The organizers of the Academy value this educational framework and recognize its effectiveness, as evidenced by the success of their own children and their children's peers. They want to replicate this positive educational experience and high-quality education for others in their community.

See [Appendix D](#) for a list of the dedicated parents and professionals included in the organizing group.

Vision

~~The Academy seeks to support and inspire every student to think critically, learn, and care in an environment that promotes the advancement of the student as well as the community and world in which they live.~~

The Academy seeks to support, educate, and inspire every student to think critically and collaboratively, value learning, and recognize their common humanity and shared stewardship of the planet. As an International Baccalaureate (IB) World School, we inspire students to be life-long learners, critical thinkers, and global citizens.

Mission

~~Alturas International Academy empowers students, teachers and staff to be lifelong learners, leaders and community members. We explore, investigate and analyze the world each day as we grow toward our full academic and social potential.~~

Alturas International Academy promotes academic distinction, while empowering students to be principled and intellectual leaders as they explore, create, investigate, and analyze in a safe, engaged, collaborative environment that inspires them to make a genuine difference in their local and global community.

Guiding Practices: We follow 6 Guiding Practices to meet our Mission:

1. Teachers practice diversification in the classroom by utilizing a variety of methods and tools and teaching in small groups at instructions levels to ensure that each student has measurable academic growth each year.
2. Teacher performance is measured by their ability to improve student academic growth, their growing expertise in diversification teaching and how they work together to create innovative lesson plans.
3. Curriculum is culturally and topically diverse, teaching students to be caring members of a global community.
4. Students are taught to be leaders by teaching and learning from their peers. This is done through working in groups where they make plans, set goals, assign tasks, present their work, mentor, and empower each other.
5. Teachers, staff and students are responsible for maintaining a professional, safe and inspiring learning and working atmosphere.
6. Students leave the Academy prepared to academically succeed at their next learning institution.
7. Educators grow students from their academic levels not their grade level. Students are taught at their instructional levels but also mentor and support each other in project-based learning.

Legislative Intent

The Academy will improve student learning by employing proven instructional strategies, materials, and staff while using sound assessment strategies to measure student performance and applying this information for continual school and classroom enhancement.

The multi-age classrooms and IB framework used in the Academy will also allow for new professional development opportunities for educators seeking an innovative, effective structure for their professional practice. Staff will be provided formal training opportunities and onsite mentoring with proven leaders in the field.

The Academy will be held accountable by a local board, parents and the authorizing authority to meet measurable outcomes, including the State of Idaho's academic standards and the other goals detailed in this petition.

Tab 2 – Proposed Operations

Legal Status of the School

Alturas International Academy is a DBA of Forrester Academy Inc., a non-profit corporation that is registered in the State of Idaho and is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any future federal income tax code. In this document, Forrester Academy Inc. is the petitioning entity and is referred to as Alturas International Academy or “the Academy.” Alturas International Academy will apply to become its own Local Education Agency (LEA) and will be responsible for all programs, finances, reporting and monitoring.

The Academy’s Articles of Incorporation can be found in [Appendix A](#).
The Academy’s Bylaws can be found in [Appendix A](#).

The Charter School’s Potential Effects

The Academy’s most likely impact on the primary attendance area, which includes Idaho Falls School District 91, Bonneville School District 93, and Shelley District 60, will be a reduction in enrollment in correlation with the Academy’s growth. A reduction in enrollment and funding will occur in local districts as the Academy pulls students from area schools. When asked, one of the local Superintendents explained to us that though their enrollment may decrease, there will however, be no cost savings benefits associated for the local districts. For example, the Academy intends to pull from the surrounding districts approximately 36 first graders in its first year of operation. This will cause a decrease in enrollment, but it is not likely that this decrease will allow any of the schools within the districts to hire one less teacher. Class sizes may be incrementally lower, but this decrease in enrollment across the districts will not allow them to save money on faculty, transportation, or day to day operations. They will, however, be impacted financially by the loss of funding provided by the state for these 36 first graders.

The Academy may accommodate up to 250 students in grades K–6 in the 2016–17 academic year. This will be the most challenging impact on the primary attendance area as it has the shortest time frame for preparation and is the largest one-year impact. However, the impact will likely be lower than 250 because the Academy students will also come from outside the primary attendance area, other charter schools, and home schools. Other impacts will correspond with the Academy’s enrollment increases year by year as listed later in this section and in Tab 7.

The districts in the primary attendance area have experience in effectively managing enrollment changes when other charter schools have opened. The Academy will work in cooperation with these districts and convey enrollment information regularly in an effort to assist each district in their enrollment planning. Local schools will be tasked with the job of providing records and information to the Academy for transferring students.

There are many positive benefits to the primary attendance area as a whole. Establishment of the Academy has potential to alleviate overcrowding in local elementary schools. Families in the area will have a new option for a rigorous education. The IB programme – a proven, world-class academic program – will be available for the first time in Southeast Idaho to students and families in the community. Additionally, it will provide employment and observation opportunities for educational professionals interested in the methods and environment the Academy will

develop, as well as to education professionals and others to work in this environment by applying for employment at the Academy, or to study and emulate in their own academic setting. The Academy will also provide a forum for discussion of varied approaches to education and new ways of teaching, learning, and administrating educational programs. As local families continue to take more responsibility for their decisions related to their children's education, area districts will see increased parental support, greater responsiveness from all public schools and improvements in student achievement.

The Academy found beneficial information in a brief entitled, *The Impacts of Public Charter Schools on Students and Traditional Public Schools: What does the Empirical Evidence Tell us?* by David Silvernail and Amy Johnson. The study, funded by the Maine State Legislature and the University of Maine System, addresses a number of the most common claims made regarding public charter schools. Both proponents and critics were found to be correct in many instances! The success of a charter school, much like the success of a traditional public school is dependent on a number of factors. This article has emphasized to us that the performance of the Academy and its impact on the surrounding communities has the potential to be very good when attention to learning, performance, and growth occur. By providing quality opportunities for learning and growth the Academy will continually strive to make a positive impact on education and individuals in Southeast Idaho.

Charter School Facilities

The Academy believes that even the finest construction does not make a "school". It is the harmony of students, teachers and staff working together to achieve a higher academic and community goal that creates a "school". Creating this environment is a key operating goal of the Academy. The right learning facility will make accomplishing this goal easier and make the learning experience of teachers, students and staff even greater. At this time, the Academy is considering multiple locations for its initial years of operation, keeping expenses as low as possible in order to build a long-term facility that will cater to the Academy's long-range objectives.

For the 2016–17 school year, the Academy will need a total of 10 rooms to meet the needs of the K–6 students, and one main office. We will follow the 850 square feet recommended size for elementary school classrooms set forth by the Idaho State School Facility Recommendations.

The following are available options for the Academy's facility.

Option 1: Lease the OE Bell Building, located at 151 Ridge Avenue in Idaho Falls.

Contacts have been made with Building Hope who, along with the Bank of Idaho, has shown high interest in purchasing OE Bell. Representatives from Building Hope in Salt Lake City have been to Idaho Falls with the purpose of visiting OE Bell. They ~~intend~~ have expressed an interest in purchasing OE Bell, which would be sub-leased back to The Academy at a very affordable rate (no more than a 4% cap). (See Appendix J).

OE Bell was formerly a Junior High School, and after many years of use it was abandoned by the district and eventually became an eye sore and a home to vandalism. After many years it was restored, renovated, and has become the corporate home of Bank of Idaho and many others over the past 20 years.

It is centrally located within our Primary Attendance Area. It is currently partially occupied office space. We are excited about this location as it is a historically significant part of the Idaho Falls community. The presence of a charter school in this area would help restore positive activity to a beautiful area of the city that is currently experiencing a revitalization. Additionally it is easily accessible to a very diverse financial and ethnic demographic. Located near historic "Downtown" Idaho Falls, it is within walking distance of many cultural experiences and opportunities such as The Museum of Idaho, The Artitorium, The Colonial Theatre and The Public Library. The Academy has been working with the building's owners to arrange necessary renovations, and leasing agreements. We believe that this option provides an excellent and quality venue at a very reasonable cost per sq. ft. It is anticipated that the Academy will utilize additional space as enrollment increases.

While the building is historic, it is fully ADA compliant due to a major renovation that was completed in the early 1990's. It has adequate bathroom facilities, ADA space requirements, and an elevator servicing all building levels. There is an original gymnasium on the property and a full service kitchen facility.

The building has multiple entrances and a dedicated private entrance would be provided for the academy. Also there is adequate access on all sides of the property allowing safe/dedicated loading zones for pupils to be dropped off by bus or car.

Challenges may include the absence of green space, but options have been discussed such as removing some of the ample parking to allow for a playground.

~~Currently on the market and very affordable, this building is ideally suited for the Academy. The building is just more than 55,000 square feet. Sufficient area could easily be converted into classrooms needed for the 2016–17 school year, with room to expand as enrollment increased.~~

~~The Academy would anticipate using approximately 15,000 square feet for the 2016–17 school year. The additional space could be leased by other short-term tenants, but could easily be converted as the Academy's square footage needs evolved. This building is centrally located and is easily accessible for the greater enrollment area.~~

Option 2: Lease the former Melaleuca Headquarters south building, located on Yellowstone Highway 83402 (See Appendix K).

Currently owned by Boy Scouts of America (BSA), and formerly the Corporate headquarters for Melaleuca this building is ideally suited for the Academy. The building is just ~~over more than~~ 23,000 square feet, it is ADA compliant, and it has a large full-service kitchen facility, cafeteria, workout gymnasium and large open spaces that could easily be converted into 10 classrooms needed for the 2016–17 school year.

The Academy would anticipate using approximately 15,000 square feet for the 2016–17 school year. The additional space would serve as storage for BSA, but could easily be converted as the Academy's square footage needs evolved. There is also 15,000 square feet available in the adjacent north building. This building is located on the south end of District 91 and is easily accessible for the greater enrollment area

Potential challenges to the location are as follows: It is located on a highway and not within walking distance of any neighborhood. Green space is limited and would be difficult to create.

Option 3: Lease purchase option with modular classrooms on a 3.26-acre parcel located at 1255 E. 17th Street, Idaho Falls, ID 83404 (See [Appendix L](#)).

This option would allow the Academy to lease the land for up to three school years. At any point during this three-year period, the Academy would have the option to purchase the land. The Academy would exercise this option once it had secured the enrollment necessary to justify the construction expenses for a permanent facility and is certain that cash flow would allow for prudent expansion.

For this option, the Academy would work with Specialty Modular Inc. to arrange for trailers for the 10 classrooms and main office. The total monthly cost for the trailers would be \$5,000 for the 2016–17 school year. Additional one-time expenses would include a gravel drive and parking area, sewer line extension and power to the site.

Whichever option noted above that the Academy uses, the Board will provide certification that the facility meets all requirements for health, safety, fire and accessibility prior to the opening of the school. Regular inspections of the facility(ies) will be done by authorized inspectors. The Board shall secure facilities meeting legal requirements described above or cease operation until such facilities can be secured. The staff will enforce discipline policies designed to ensure the safety and well-being of the Academy's teachers, staff and students

Proposed Location

The proposed location of the Academy will be within the boundaries of Idaho Falls School District 91. The Primary Attendance area is comprised of Idaho Falls School District 91, Bonneville School District 93, and Shelley Joint School District 60. The existing outer boundaries of the aforementioned school districts will be used as the boundaries of the primary attendance area of the Academy. (See [Appendix L](#) for Attendance Area Map)

Target Market

Many of the members of the organizing group have had children taught in a multi-age classroom. Great success has been seen academically and socially as children are taught in small groups at their instructional levels. They are given opportunities for peer mentoring and learn leadership. Much of the learning is project based, where opportunities for cross-curricular studying are common.

For years these families have seen child after child develop a love for learning. When children leave this environment and move into a traditional classroom they have typically not been provided opportunities to excel academically. Regardless of their previous academic levels, they receive whole group instruction at a prescribed grade level and regress both academically, and in their zest for learning. Because of a great desire to have this type of education more widely available and through a series of discussions and meetings it was determined that we wanted to establish a charter school and model it around these tenets.

Informational meetings were held and attended by 20-30 families initially. Responsibilities and research were divided and progress was quickly made toward establishment of Alturas

International. Two members of this group, both involved parents, attended the Charter Start workshop where they learned more about the International Baccalaureate (IB) programmes. Simultaneously, but independent of one another, another group of individuals made a trip to Salt Lake City, Pocatello, and Boise to visit charter schools. This was done in an effort to gather information and understand what others found to be best practices. When the group reassembled to share their knowledge and discoveries they learned that they had both had very positive exposure the International Baccalaureate programmes, both in Idaho and Utah. This was presented to the group, who took opportunities to study and learn more. It was determined by that IB aligns very well with the methodology and practices that the organizing group has not only come to love, but has seen great success with over the past 20 years. There are no International Baccalaureate programmes in Southeast Idaho; together the group decided that this would be a marvelous thing to bring to this community in an effort to provide exceptional educational opportunities.

Our interest list has the names of nearly 160 children, representing families from Idaho Falls School District 91, Bonneville School District 93, and Shelley Joint School District 60 - all in our attendance area. (See Appendix P) This list has been compiled almost completely by word of mouth, and by limited use of social media. Plans are in place for intense advertising and outreach (See Appendix O) once the charter is approved. Other charter schools in Southeast Idaho are at capacity and conduct lotteries each year. We strongly believe that this educational model, enhanced by the International Baccalaureate will greatly benefit students in Southeast Idaho.

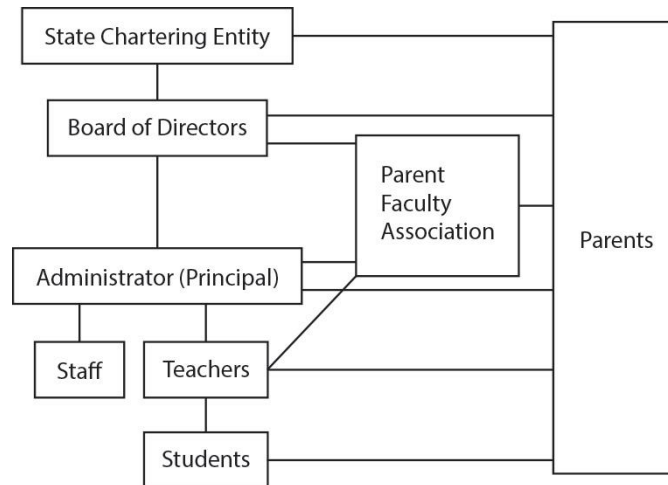
Administration Services

The Board of Directors will hire and evaluate the Academy's Administrator or Principal. The Administrator must hold an administrative certificate for Idaho. The Board will approve both a job description and an evaluation plan for this position. The Administrator will be responsible for implementing the mission and vision of the school. The Administrator will recommend to the board the hiring of personnel and will conduct evaluations as well as provide professional development opportunities for staff. The Administrator will manage the overall climate of the school by being present in the classroom, knowing and understanding the needs of faculty and students, and by encouraging community building. In addition the Administrator will have responsibilities to oversee the procurement of curriculum, equipment, supplies and technology. The Administrator will supervise ~~be responsible for hiring and supervising~~ other administrative staff, including a business manager, office manager, clerk, and bookkeeper. These positions may be hired as part-time employees or contracted to other entities, with the exception of the office manager who will be required to meet time and place requirements consistent with contracting guidance provided by the Internal Revenue Service. One individual may hold multiple positions as the school builds enrollment.

The Administrator may also contract for services related to accounting, legal services and other contract services that may include transportation, special education, faculty training and/or other budgeted expenses approved by the Board of Directors.

The Board of Directors will hire an independent auditor to conduct an annual audit of the finances and internal controls of the Academy. The auditor will provide a report to the authorizer and the State of Idaho as required by law. The report will also be kept as an open public record at the Academy.

Organizational Chart



Liability and Insurance

The Idaho State Department of Education, Public Charter School Commission and Idaho Falls District 91 shall have no liability for the acts, omissions, debts or other obligations of the Academy.

The Academy will procure and maintain a policy of general liability insurance and errors and omissions insurance adequate to meet the requirements of Idaho state law. A copy of proof of insurance will be provided to the authorizer before the Academy begins operation; updated copies will be provided to the authorizer each time it is renewed. The Academy shall be responsible for maintaining its own insurance for liability and property loss as required by Idaho state law. Idaho state law provides that the authorizer has no liability for the acts, omissions, debts or other obligations of a charter school, except as may be provided in an agreement or contract between the authorizer and a charter school. The Academy shall hold harmless and indemnify the authorizer against any claim, action, loss, damage, injury, liability, cost or expense of any kind or nature, including but not limited to, attorney’s fees and court costs arising out of the operation of the Academy and/or arising out of the acts or omissions of the agents, employees, invitees, or contractors of the Academy.

Anticipated Enrollment

Anticipated class size will be 25 students per classroom and will not exceed 29 students per classroom. Classes will be comprised of students of several different ages and in several different grades. Enrollment caps are listed through the 2020-2021 academic year.

Our enrollment table reads as follows:

Column 1: Years of operation.

Column 2: Total enrollment for the school for each school year.

-
- Column 3:** Total kindergarten enrollment, including how many classes, and how many students. ~~and how many students per classroom.~~
- Column 4:** Total first through third grade enrollment, including how many classes, and how many students for each grade. ~~and how many students per classroom.~~
- Column 5:** Total fourth through sixth grade enrollment including how many classes, and how many students for each grade. ~~and how many students per classroom.~~
- Column 6:** Total seventh grade and eighth grade enrollment including how many classes and how many students for each grade.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Year	Total Enrollment	Kindergarten	1 st -3 rd Multi-grade Classroom	4 th -6 th Multi-grade Classroom	7 th -8 th Multi-grade Classroom
Year 1 2016/2017	250 Students	2 Classes 36 Students 18 per classroom	4 Classes 106 Students 26.5 per classroom	4 Classes 108 Students 27 per classroom	0 Classes 0 Students
		36 - K	36 - 1 st 35 - 2 nd 35 - 3 rd	36 - 4 th 36 - 5 th 36 - 6 th	0 - 7 th 0 - 8 th
Year 2 2017/2018	330 Students	2 Classes 42 Students 21 per classroom	5 Classes 119 Students 23.8 per classroom	5 Classes 119 Students 23.8 per classroom	2 Classes 50 Students 25 per classroom
		42 - K	39 - 1 st 40 - 2 nd 40 - 3 rd	39 - 4 th 40 - 5 th 40 - 6 th	40 - 7 th 10 - 8 th
Year 3 2018/2019	403 Students	2 Classes 48 Students 24 per classroom	5 Classes 125 Students 25 per classroom	5 Classes 125 Students 25 per classroom	4 Classes 105 Students 26.25 per classroom
		48 - K	43 - 1 st 41 - 2 nd 41 - 3 rd	41 - 4 th 42 - 5 th 42 - 6 th	50 - 7 th 55 - 8 th
Year 4 2019/2020	452 Students	3 Classes 60 Students 20 per classroom	6 Classes 142 Students 23.67 per classroom	5 Classes 135 Students 27 per classroom	4 Classes 115 Students 28.75 per classroom
		60 - K	52 - 1 st 45 - 2 nd 45 - 3 rd	45 - 4 th 45 - 5 th 45 - 6 th	55 - 7 th 60 - 8 th
Year 5 2020/2021	509 Students	3 Classes 72 Students 24 per classroom	7 Classes 168 Students 24 per classroom	6 Classes 144 Students 24 per classroom	5 Classes 125 Students 25 per class
		72 - K	63 - 1 st 55 - 2 nd 50 - 3 rd	48 - 4 th 48 - 5 th 48 - 6 th	60 - 7 th 65 - 8 th

Tab 3 – Educational Program and School Goals

An Educated Person

An educated person is a citizen of the world, globally aware and respectful of unique cultural differences. He or she can do mathematics, read, write, speak and listen at academically exceptional levels, as well as analyze, interpret and synthesize information from a wide range of sources – skills crucial to success in the 21st century, global workplace.

An educated person is able to identify, access and utilize appropriate sources of technology to support his or her learning and understanding of the world. He or she can think critically and problem-solve in a variety of situations and can apply knowledge, skills and awareness across disciplines for a variety of purposes.

An educated person is self-directed, persistent and knows how to work and learn both individually and cooperatively in collaborative groups. He or she is a leader and learner and can communicate effectively through oral and written communication.

An educated person is curious, creative, imaginative and innovative. He or she strives to create meaning in their lives and in the world by constructing, testing and confirming how the world works.

An educated person is a lifelong learner.

How Learning Best Occurs

The Academy will be an environment that excels at facilitating learning and growing students. Teachers will be equally as passionate about imparting knowledge as students naturally are about understanding the world they live in – and their role in it. The Academy believes that:

Inspiration starts in the classroom. A classroom is a dynamic place – a place in which at any given time learning is taking place in many forms, a place in which students are discovering how they want to interact with the world. Classrooms can be anywhere in which something can be learned – a room, a park, a museum, a zoo. What happens in a classroom is nothing short of inspiring.

Learning is instinctual. History has shown humans to be hungry for knowledge and improvement. Children are naturally inquisitive, and it is the classroom in which they can inquire in an engaging, safe and fun environment. Students innately want to make sense out of things, find out how things work, and share what they learned. This is why conducting science experiments, giving them opportunities to observe nature, giving them opportunities to teach their peers, and allowing them to present their knowledge are successful teaching techniques. These techniques correspond with how they naturally learn. This way of learning allows students to experiment, use simulations, address authentic issues, and work with peers and the community in pursuit of knowledge.

Learning happens together and individually. It requires leading, following, understanding, and teaching: Learning may happen in a group of students huddled over a science project, working together to determine if their hypothesis is indeed correct. It may happen as a student is

teaching his peer how to solve a math problem that involves multi-steps. It may happen as younger peers seek the support of older peers to sound out a word so they will soon be able to read *Where the Wild Things Are* by themselves. Or it may happen as students make choices that determine the outcome and path of their research and surprise the teacher with their creative ideas.

Learning is a continuum, not a series of steps. Learning occurs best in a student-centered community where students grow from their individual instructional level because teachers are able to use differentiation to meet the needs of each student. To enable each student to move along the knowledge continuum, there should be artificial boundaries of age and grade in a classroom.

Facilitating learning requires the same passion children show for learning. Teachers are not distributors of knowledge. They are facilitators of learning. Facilitating learning is an art and science that requires passion, commitment, innovation, kindness and understanding. To connect children to knowledge and teach them how to unlock their own potential, a teacher must be constantly engaged with the students and understand their learning style and level. An engaged teacher is rarely at his or her desk because they are showing, teaching, demonstrating, facilitating and fostering student learning. Teachers should be constantly empowering children to be a master of their educational journey, and holding them accountable for reaching their potential.

Creating lifelong learners requires empowering students: Empowering students means focusing on creativity, critical thinking, collaboration, positive reinforcement, clear goals and respecting students and their points of view. Students learn best when their teacher creates a safe, flexible environment and empowers students to value their learning, be proud of their knowledge and skills, and want to take responsibility for their education.

~~Learning is a continuum rather than a series of steps. It occurs best in a student-centered community where students are able to learn at their individual instructional level and where instruction is differentiated to meet the needs of each student without the artificial boundaries of age and grade. The classroom is purposefully structured to include a span of ages and abilities where the teacher is a facilitator of learning and not a distributor of knowledge. Curriculum is inquiry-based, and assessments reflect and analyze what students have learned.~~

~~Learning occurs best in a safe environment where the teacher is flexible, resourceful and sensitive to students' needs and promotes risk taking. Students are empowered to value their learning and take responsibility for it. Instruction is focused on creation and critical thinking, and collaboration between students and teachers in the learning process is paramount. The students' viewpoints are respected.~~

~~Students learn through multi-disciplinary and project-based opportunities that are engaging, relevant and challenging. These learning opportunities may occur in many forms, with students working in small groups, with partners, individually or in larger groups as they analyze, reflect and evaluate the world around them.~~

~~The multi-age, student-centered classroom provides students with the opportunity to mentor and teach other students, a process that strengthens their own learning.~~

Educational Program and Goals

Overview of Educational Program

The Academy's educational philosophy is grounded in the core belief that students must be prepared to live, work and positively contribute to a global community and economy in the 21st century. Students will need a vast set of skills, attributes and cultural awareness to be successful. It is the intention of the Academy to utilize the International Baccalaureate (IB) programmes, which are aligned to the Common Core State Standards, to help prepare its students for success now and in the future. The International Baccalaureate designed its program to develop critical, intellectual personal, emotional, and social skills.

As the Common Core Standards state the primary areas of focus are teaching students these same kinds of skills. The Academy feels this is a superb program that should be available to the students of Southeast Idaho.

The IB programme is recognized as one of the best academic preparation programs in the world. It has an educational philosophy based on cross-disciplinary learning and higher-order thinking skills. It offers curriculum and criteria-referenced assessments that are rigorous to meet an international standard. The IB programme also offers extensive opportunities for professional development and teacher training. It provides access to a worldwide network of educators sharing experiences and best practices.

An IB education represents a balanced approach, offering students access to a broad range of content that spans academic subjects. In the Primary Years Programme (PYP), learning aims to transcend boundaries between subject areas. The subject areas of the PYP are language, social studies, mathematics, science and technology, arts and personal, social and physical education. Students are also required to learn a second language in this program; The Academy has chosen Spanish. This provides students another opportunity for critical thinking skills and global cultural awareness.

Teachers and the Academy will follow the IB curriculum model and student growth and performance will be assessed based on that model and the Common Core Standards of Idaho.

As students develop in the Middle Years Programme (MYP) they engage subject-specific knowledge and skills with increasing sophistication. The MYP is designed for the unique needs of students when they need to develop exceptional learning habits, self-confidence and a thorough understanding of their academic subjects. This program provides a framework of academic challenge that encourages students to embrace the connections between traditional subjects and the real world. Students follow courses in eight subject groups of English, a learned language, mathematics, sciences, history, geography economics, global issues, visual arts, music, drama, technology, and physical education. Students will also engage in a project that allows them to demonstrate the understanding and skills they have developed.

The IB Programme Supports the Common Core. The Common Core State Standards represent a shift in teaching from covering a wide breadth of content to a greater focus on students' depth of understanding and interdisciplinary approaches to teaching and learning. This shift aligns with the goals and standards of the IB programmes, including:

- Teachers cover fewer topics, but with greater detail in implementing the Common Core.

- Students are taught to perform the critical reading that is necessary to research and project implementation.
- Students understand how to collaborate, analyze and present their learning as a group.
- It is paramount that students collaborate and analyze their learning.
- Students learn skills to come prepared to any discussion, listen respectfully, build on other's conversations, and ask clarifying questions.
- Students are able to transfer knowledge from one subject or project to help enrich another subject or project.

The Academy's Teaching and Learning Style – Multi-Age & Student Centered

The Academy will empower students to be successful in an ever-changing world. The "traditional" classroom and teaching methods of students at their desk completing assignments do not adequately prepare students for the 21st century workplace.

When one looks at the world's largest, most innovative companies, their work cultures focus on collaboration, employee driven discussion, ideas and success, using technology to improve processes, tools and communication, and adapting to changing circumstances. Learning environments centered on these things have helped and will continue to help foster the largest explosion in knowledge and innovation in the history of mankind.

The Academy believes in preparing students for the 21st century workplace by creating that environment in our classrooms – an environment and teaching methods that stimulate curiosity and inquiry in order to foster a spirit for learning. The multi-age, student-centered classroom does just that because students have the opportunity to mentor and teach other students, as well as learn from and be mentored by other students.

Elements of the multi-age, student centered classrooms includes:

- Equipping students with the skills to acquire knowledge individually and collaboratively.
- Teaching students at individual instructional levels and empowering them to grow and contribute to the team setting.
- Peer mentoring and peer collaboration.
- Student driven instruction.
- Student participation in and feedback on curriculum improvement.
- Curriculum is inquiry-based, and assessments reflect the knowledge and skills students have obtained from the curriculum – not the facts they have memorized.

This process style provides many benefits, including:

- **Students grow into mentors and teachers by observation, engagement and practice.** Students have several years to be mentored by older students, developing skills on how to become mentors themselves.
- **Teachers learn students' strengths and needs (and how they change) over time.** Teachers are able to observe students and do early interventions to address their needs. They also watch needs change over time, and are able to provide personal assistance based on longitudinal knowledge of the student.
- **Students learn to collaborate and become strong leaders and followers.** By working together, students get the opportunity to lead and follow; provide instruction and take instruction; provide feedback and accept and implement feedback. In addition,

students naturally learn to develop community and support a community. They know that their talents and skills make them a valued and necessary part of this community. These skills are critical to successful lifelong learners. Students are exposed to positive models for behavior and social skill as the older students become responsible for the classroom community and culture.

Curriculum at the Academy – Six Units of Inquiry

The basis for the curriculum in each classroom will be the Six Units of Inquiry developed by the International Baccalaureate Programme. These transdisciplinary themes require rigorous content and teaches students to apply knowledge through higher order thinking skills – the foundation of the Common Core.

Lessons have a purpose: Each unit of inquiry outlined below provides information, but most importantly teaches students how the world works, changes, and is shaped by knowledge. Students discover how to learn, teach, and collaborate as they move through their educational and professional careers.

1. **Who We Are:** This is an inquiry into the Nature of Self – what it means to be human. Students ask questions, discover and analyze what it means to be human, what their contributions, rights, and responsibilities to the communities they live in locally and globally are, and discover different cultures throughout the world.
2. **Where We Are:** This is an inquiry into place and time. Students explore history and the people who helped to shape eras, civilizations, migration, travel, and geography. Students gain a greater understanding of how these things have impacted how humans discover and express ideas. This may include study of and creation of personal histories and journeys, explorations and migrations of humankind, and the interconnections of individuals and civilizations.
3. **How We Express Ourselves:** This is an inquiry into how humans express their knowledge, values, and priorities. In this inquiry, students discover different forms of expression by writing, doing art, reading and writing, dancing, and exploring music and languages – and how each of these have changed across space and time.
4. **How the World Works:** This is an inquiry into the natural world and its laws in which students discover the interaction between the natural world and the impact of science and technological advancement on communities, economies, and the natural environment. Students learn about space, weather, light, medicine, simple machines, and seasons.
5. **How We Organize Ourselves:** This is an inquiry into how humans organize themselves based on natural and man-made systems and communities. Students learn the concepts behind communities, schools, jobs, careers, transportation, banking, currency, societies, laws, and governments so that they can understand how these systems change over time and affect them.
6. **Sharing the Planet:** This is an inquiry into the rights and responsibilities humans have in the struggle to share finite resources with other people. Students study animals, habitats, recycling, pollution, conservation, pets, war, peace, conflict resolution, resources and ecosystems.

The foundation of these inquiries is the International Baccalaureate Learner Profile Attributes which teach students to be balanced, caring, communicators, inquirers, knowledgeable, open minded, principled, reflective, risk takers and thinkers. These attributes are essential to build

problem solving skills, critical thinking, collaboration, communication, and creativity which are essential for success in today's world.

Teachers give lessons purpose: Teachers will use a variety of methods to drive the inquiry process in each of the Six Units of Inquiry. Lessons will be project-based and multi-disciplinary. The projects will be engaging, relevant, challenging and may involve:

- Working in small groups to answer critical questions that foster critical-thinking, real world problem-solving, analytical thinking, and the application of knowledge. What is it like? How does it work? Why does it work that way? How is it changing? How is it connected to other things? What are other points of view? What is our role and responsibility?
- Working in small groups to capitalize on one another's information, evaluate one another's ideas, share various strengths and improve skills in which they are weaker. Students develop interpersonal skills and deal with conflict.
- Presenting their knowledge individually to show their teacher, peers and parents their mastery of a subject and the process by which they obtained and display their understanding.
- Working with their teacher to get first-hand help and attention on areas they are struggling in or thriving in. The teacher feedback to the students provides guidance and the tools for them to become more competent and skillful in their learning.

~~The Academy's educational philosophy is grounded in the core belief that students must be prepared to live, work and positively contribute to a global community and economy in the 21st century. Students will need a vast set of skills, attributes and cultural awareness to be successful. It is the intention of the Academy to utilize the International Baccalaureate (IB) programs, which are aligned to the Common Core State Standards, to help prepare its students for success now and in the future.~~

~~The IB program is recognized as one of the best academic preparation programs in the world. It has an educational philosophy based on cross-disciplinary learning and higher-order thinking skills. It offers curriculum and criteria-referenced assessments that are rigorous to meet an international standard. The program also offers extensive opportunities for professional development and teacher training. It provides access to a worldwide network of educators sharing experiences and best practices.~~

~~The Common Core State Standards represent a shift in teaching from covering a wide breadth of content to a greater focus on students' depth of understanding and interdisciplinary approaches to teaching and learning. This shift aligns with the goals and standards of the IB program.~~

~~An IB education represents a balanced approach, offering students access to a broad range of content that spans academic subjects. In the Primary Years Program (PYP), learning aims to transcend boundaries between subject areas. The subject areas of the PYP are language, social studies, mathematics, science and technology, arts and personal, social and physical education. Students are also required to learn a second language in this program — Spanish — providing them another opportunity for critical thinking skills and global cultural awareness.~~

Teachers and the Academy will follow the IB curriculum model and student growth and performance will be assessed based on that model and the Common Core Standards of Idaho.

As students develop in the Middle Years Program (MYP) they engage subject-specific knowledge and skills with increasing sophistication. The MYP is designed for the unique needs of students when they need to develop exceptional learning habits, self-confidence and a thorough understanding of their academic subjects. Students follow courses in eight subject groups of English, a learned language, mathematics, sciences, history, geography economics, global issues, visual arts, music, drama, technology, and physical education.

Overview of International Baccalaureate Programme

In order to become an International Baccalaureate (IB) World School, Alturas International Academy will complete the school information form to begin the consideration phase for the International Baccalaureate Primary Years Programme (PYP) working towards authorization. A short time later an application for candidacy will be submitted and the initial fee paid. The Academy intends to begin this process, if approved, in January of 2016 and anticipates receiving notice of candidacy status by June 2016. Additional fees are then paid and the candidacy period takes effect in September 2016, which aligns with the anticipated start date of the Academy. (See Appendix M for IB timeline) In an effort to become more informed in this complex process several members of the Academy's organizing group recently attended an IB Category 1 Workshop in Texas. (Certificates included in Appendix N) Time spent in the Candidacy phase will include extensive learning, training, and implementation of skills among the administration and staff at the Academy. After the Academy grows and adds grades, we will apply to become a candidate school for the IB Middle Years Programme (MYP) and become authorized to offer the IB MYP Programme.

~~The Academy's intention is to become an IB School; it will apply to be a candidate. The IB Programme is a non-profit education foundation and the programs it offers have a global reputation of developing students' intellectual, personal, emotional and social skills that are needed to live, learn and work in a global community. The IB Programme inspires young people to become active, compassionate, and respect diversity.~~

The IB Programme has a reputation for high standards in teaching, leadership and student achievement. It incorporates international education programs and rigorous student assessments. Teachers at the Academy, through the IB programme, will grow students academically and encourage them to be lifelong learners by teaching them to ask challenging questions, critically reflect on problems, develop research skills, love learning and understand the need for community service.

The IB framework for curriculum supports students becoming:

- **Knowledgeable:** IB students explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. IB students are extraordinarily well-prepared for the academic requirements of university coursework.
- **Thinkers:** IB students exercise initiative by applying critical and creative thinking skills to recognize and approach complex problems and make reasoned, ethical decisions. IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking "why?"

- **Communicators:** IB students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. IB students regularly deliver stimulating presentations and strive for excellence in group assignments.
- **Principled:** IB students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, group, and community. They take responsibility for their own actions and the consequences that follow. IB students are infused with academic integrity seen in educational institutions from elementary school to university and in the global workplace.
- **Open-minded:** IB students understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals, communities and cultures. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from these experiences. IB students have the skills to understand different cultures and are regularly exposed to different ways of living and thinking. This gives them an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international-mindedness complements the missions of the best post-secondary institutions in the world.
- **Caring:** IB students show empathy, compassion and respect toward the needs and feelings of others. They have a personal commitment to service and work to make a positive difference in the lives of others and to the environment. IB students bring this commitment to their communities, their activities, and leadership roles at post-secondary institutions, and they carry it throughout their lives.
- **Risk takers:** IB students approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they are confident when they approach new or unfamiliar subjects or material.
- **Balanced:** IB students understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others. They are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.
- **Reflective:** IB students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. IB students have developed an ability to reflect on their learning and to articulate how they learned.

Curriculum

Elements of the Written Curriculum

- **Knowledge:** Significant, relevant content that students explore and gain knowledge and critical thinking skills by taking into consideration their prior experience and understanding.
- **Concepts:** Powerful ideas that have relevance within the content areas and transcend into other areas of work; students must explore and re-explore in order to develop a coherent, in-depth understanding.

- **Skills:** Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which are disciplinary or transdisciplinary in nature.
- **Attitudes:** Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people.

Transdisciplinary Themes

- **Who we are:** An inquiry into the nature of the self; values and beliefs; personal, physical, mental and social health; human relationships, including families, friends, communities, and cultures; rights and responsibilities; and what it means to be human.
- **Where we are in place and time:** An inquiry into the orientation of place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- **How we express ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend, and enjoy creativity; and the human appreciation of the aesthetic.
- **How the world works:** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; and the impact of scientific and technological advances on society and on the environment.
- **How we organize ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; and economic activities and their impact on humankind and the environment.
- **Sharing the planet:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; and peace and conflict resolution.

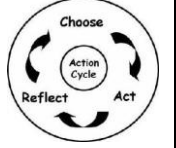
IB programmes emphasize learning how to learn, helping students interact effectively with the learning environments they encounter and encouraging them to value learning as an essential and integral part of their everyday lives. IB programmes promote the development of schools that:

- Create educational opportunities that encourage healthy relationships, individual and shared responsibility and effective teamwork and collaboration.
- Help students make informed, reasoned and ethical judgments and develop the flexibility, perseverance and confidence they need in order to bring about meaningful change.
- Inspire students to ask questions, to pursue personal aspirations, set challenging goals and develop the persistence to achieve them.
- Encourage the creation of rich personal and cultural identities.
- Display essential elements of Planning, Knowledge, Concepts, Approaches to Learning, Attitudes, Actions and the IB Learner Profile in their work.

These educational outcomes found in these charts are greatly shaped by the relationships between teachers and students. The Academy's teachers will be intellectual leaders and facilitators who empower students to develop confidence and personal responsibility.

Challenging learning environments at the Academy will help students develop powerful lifelong learning tools, discipline and the motivation they need in order to meet their goals and help empower others to reach their goals.

The following charts on page 19-24 explain IB philosophies related to student-centered education.

Teacher Planning	Essential Elements					International-Mindedness
Planners	Knowledge: What do we want the student to know about?	Concepts: What do we want the students to understand?	Approaches to Learning: What is the best way for students to learn?	Attitudes: What do students feel, value, and demonstrate?	Action: How do we want the students to act?	IB Learner Profile
1. What is our purpose? Central idea Transdisciplinary theme Summative assessment	Transdisciplinary Themes	Form: What is it like? Related Concepts: Properties, structure, similarities, differences, pattern	Social Skills 1. Accepting responsibility 2. Respecting others 3. Cooperating 4. Resolving conflict 5. Group decision-making 6. Adopting a variety of roles	Appreciation Valuing the wonder and beauty of the world and its people Commitment Serious about learning, show self-discipline and responsibility		Inquirers Ask questions Are curious about the world around them
2. What do we want to learn? Key concepts Related concepts Lines of inquiry Teacher questions/provocations		Function: How does it work? Related Concepts: Behavior, communication, pattern, role, systems	Communication Skills 1. Listening 2. Speaking 3. Reading 4. Writing 5. Non-verbal communication	Confidence Confident in their ability as learners, courage to take risks, apply what they have learned, and make appropriate choices		Thinkers Use what they know Link with something new Build on other people's ideas
3. How might we know what we have learned? Assessing prior knowledge and skills Assessing student learning What evidence will we look for?	Who we are	Causation: Why is it like it is? Related Concepts: Consequences, sequences, pattern, impact	Cooperation Work in a group, collaborating and leading/following as the situation demands	Cooperation Work in a group, collaborating and leading/following as the situation demands	Voluntary action based on the needs of the student community	Communicators Follow directions Express feelings, thoughts and ideas in words, mathematics, art, and music
4. How best might we learn? Learning Experiences	Where we are in time and place	Change: How is it changing? Related Concepts: Adaption, growth, cycles, sequences, transformation	Thinking Skills 1. Acquisition of knowledge 2. Comprehension 3. Application 4. Analysis 5. Synthesis 6. Evaluation 7. Dialectical thought 8. Metacognition	Creativity Creative and imaginative in thinking and in approach to problems	Service > To self (at home and school) > To fellow students (in classroom and on playground) > To staff > To community	Knowledgeable Learn more about themselves and the world around them
5. What resources need to be gathered? 6. To what extent did we achieve our purpose?	How we express ourselves	Connection: How is it connected to other things? Related Concepts: Systems, relationships, networks, homeostasis, interdependence	Curiosity Curiosity about learning and of the world and its people and cultures	Empathy Able to project themselves into another's situation in order to understand others	Community Service	Courageous Are willing to make mistakes Are prepared to try new things Are willing to try and do things in different ways
7. To what extent did we include the elements of the Primary Year Programme (PYP)?	How we organize ourselves	Perspective: What are the points of view? Related Concepts: Subjectivity, truth, beliefs, opinion, prejudice	Research Skills 1. Formulating questions 2. Observing 3. Planning 4. Collecting data 5. Recording data 6. Organizing data 7. Interpreting data 8. Presenting research	Enthusiasm Enjoying learning	Charity Work	Principled Are honest Make good decisions Are responsible learners
8. What student-initiated inquiries arose from the learning?	How we share the planet	Responsibility: What is our responsibility? Related Concepts: Rights, citizenship, values, justice, initiative	Integrity Being honest and demonstrating a considered sense of fairness Respect Respect themselves, others, and the world around them	Independence Thinking and acting alone, making judgments and being able to defend them	Environmental Causes	Caring Recognize they are part of a group Are thoughtful Help others
9. Teacher notes	Disciplinary Subject Area	Reflection: How do we know? Related Concepts: Review, interpretation, evidence, responsibility, behavior	Self-Management Skills 1. Gross motor skills 2. Fine motor skills 3. Spatial awareness 4. Organization 5. Time management 6. Safety 7. Healthy lifestyle 8. Codes of behavior 9. Informed choices	Tolerance Sensitivity toward differences in the world and being responsive to the needs of others	Reflection on actions taken	Open Minded Listen to other people's thoughts and ideas Accept that there is more than one way to look at things
7. To what extent did we include the elements of the Primary Year Programme (PYP)?	Languages					Reflective Think about what they do and say Think about their learning Think about different ways things could have been done
8. What student-initiated inquiries arose from the learning?	Mathematics					
9. Teacher notes	Science					
9. Teacher notes	Social Studies					
9. Teacher notes	Arts					
9. Teacher notes	PSPE					

Student Skills					
Thinking Skills					
Acquisition of Knowledge		Comprehension		Application	
Analysis		Metacognition		(Bloom's Taxonomy and Depth of Knowledge)	
Social Skills					
Accepting Responsibilities		Respecting Others		Cooperating	
Resolving Conflict		Group Decision-Making		Adopting a Variety of Group Roles	
Communication Skills					
Listening		Speaking		Reading	
Writing		Viewing		Presenting	
Non-Verbal Communication					
Self-Management Skills					
Gross Motor Skills		Fine Motor Skills		Spatial Awareness	
Organization		Time Management		Safety	
Healthy Lifestyle		Codes of Behavior		Informed Choices	
Research Skills					
Formulating Skills		Observing		Planning	
Collecting Data		Recording Data		Organizing Data	
Interpreting Data		Presenting Research Findings			
Guided Inquiry					
Engaged	Relevant	Challenging	Constructivist	Learning Vehicle	Model
Elements of Guided Inquiry					
Exploring					
Experimenting			Making Connection		
Making Predictions		Collecting Data		Clarify Existing Ideas	
Application of Concepts		Making and Testing Theories		Researching	
Taking and Defending a Position			Solving Problems		

Process				
Collaboration	Central Ideas	Evaluate Plan	Assisted Planning	Teacher as Facilitator

The Academy will provide a challenging academic program utilizing the Idaho Core Standards combined with the IB framework for curriculum and will incorporate proven methodologies that will foster student growth. This academic program will also help develop students who are responsible citizens, intellectually capable and competent.

By providing students with the Idaho Core Standards and IB curriculum, the Academy will offer students the rich experience of international awareness, Spanish-second language instruction and challenging interdisciplinary instruction and rigorous assessment aligned with the Idaho Core Standards.

Visual, auditory, tactical, global, kinesthetic and analytic strategies will be incorporated into lessons and units of instruction giving students an increased choice of learning styles in their education.

Technology, literature, art projects, music, research, non-fiction reading and a wide range of writing will be integrated into lesson plans, providing students with the opportunity to interact and connect their learning to the real world.

The Academy will implement a cross-grade mentoring program, which is a researched method to develop student leaders and deepen academic knowledge. These opportunities will teach them responsibility and interpersonal skills. It will also give them an opportunity to practice their written and oral communication skills and learn how to collaborate effectively – all of which will reinforce their own academic skills.

The Academy will also strive to involve students in a variety of community programs and service-learning opportunities with the intention of strengthening student awareness of the community to which they belong.

Resources:

PYP Conference- Austin, Texas July, 2015

The International Baccalaureate Program by Thomas Jerome Baker

Taking the PYP Forward Edited by Simon Davidson and Steven Carber

Taking the MYP Forward Edited by Mary Hayden and Jeff Thompson

Sage International Baccalaureate in Boise, Utah

Channing International Baccalaureate in Salt Lake City, Utah

Providence International Baccalaureate in Salt Lake City, Utah

The following goals were developed to ensure successful implementation of the Academy's educational program:

<p>Goal 1: The Academy will become a fully accredited IB School within the first three years of operation. During the first year, the Academy will begin the <u>candidacy phase in application process</u> to the IB Organization for full accreditation as a Primary Year Programme (PYP). During the second year of operation, the Academy will begin the <u>candidacy phase in application process</u> for the IB Middle Years Programme (MYP). As part of the accreditation process, all educators will participate in IB training provided by certified trainers. Teachers will be evaluated formally and informally on their knowledge and abilities to implement the IB curriculum. <u>The PYP and MYP programmes being a transdisciplinary approach to teaching and learning will demand the best from both students and teachers. Alturas International Academy will aim to produce a common curriculum that will suit all learning communities.</u></p>		
Action Steps/timeline	Measures of Progress/Evidence	Accountability
<ol style="list-style-type: none"> 1. Create leadership team including lead teacher, administrator, and IB coordinator / January 2016 2. Leadership team attends training / January 2016 3. IB coordinator submits all necessary forms and fees in regards to IB accreditation / January 2016 4. Create IB teacher professional development (PD) calendar for 2016-17 school year and ongoing leadership team training / January 2016 5. Begin PD process June 2016 – June 2017 6. Reflect and review and if necessary revise training efforts quarterly with leadership team / 2016-17 school year and every subsequent year 7. Report progress to Board of Directors monthly – 2017-18 school year and every subsequent year 8. Create IB teacher PD calendar for 2017-18 school year/ May 2017 9. Continue PD process June 2017-June 2018 10. Apply for accreditation in the MYP/ September 2017 11. <u>Create a classroom walkthrough form detailing “look fors” for correct implementation of IB curriculum and expected teaching methods. The Leadership team will be involved daily in the instruction of these small groups to provide mentoring and support to the classroom structure in academic learning.</u> 12. <u>Review classroom walkthrough data with PLC teams and provide additional support as necessary and make adjustments in the PD plan as needed. The IB programme is built on the foundation that everyone is involved in the school and it is a community of learners and leaders. It is the responsibility of each individual at The Academy to empower one other to think critically, self-reflect, and continuously improve. Throughout the accreditation process this will be an essential tool to ensure continual success in these goals.</u> 	<ul style="list-style-type: none"> • Professional development calendar for each school year (2016-2020) • Monthly Board of Directors report • Quarterly leadership agenda and minutes • Periodic reports of progress from the International Baccalaureate Organization • Records of teacher training/ spreadsheet detailing training levels, dates etc. for each teacher • Evaluations of teachers’ IB knowledge, skills and implementation of the IB curriculum and methods • Walk through observation data 	<ul style="list-style-type: none"> • Report monthly progress to Board of Directors • Report annually to authorizer

Goal 2: The Academy will instruct students in a multi-age, student-centered classroom that uses flexible grouping and differentiated instruction according to each student's needs without distinguishing students by grade level. As a result, all Academy teachers will be trained in researched-based teaching methods that utilize flexible grouping and small group instruction. ~~Initial professional development will occur before the beginning of the first year, and ongoing professional development will continue throughout the year and each subsequent year.~~ The teachers and leadership team will collaborate and write curriculum to ensure optimum growth at instructional levels.

Action Steps/timeline	Measures of Progress/Evidence	Accountability
<ol style="list-style-type: none"> 1. Research best practices and researched based teaching methods that utilize differentiated instruction, flexible grouping and small group instruction. / January –February 2016 2. Create professional development calendar for the 2016-17 school year. <u>Leadership team (lead-teacher, administrator and IB coordinator) plan and create professional development plan based on the calendar</u> / February 2016 3. Leadership team (lead teacher, administrator and IB coordinator) plan and create professional development plan based on the calendar. February –June 2016 4. Purchase books and other resources necessary for professional development / June 2016 5. Deliver first professional development/ August 2016 6. Continue with professional development <u>every Friday</u> as per calendar/ September 2016 – June 2017 7. Review and reflect on professional development quarterly <u>and make adjustments as necessary monthly. Teachers will be the facilitator of learning. The staff will develop curriculum that supports student-driven learning. The leadership team will support this instruction by creating collaborative groups to write instruction. The leadership team will be in the classroom on a regular basis working with students and supporting and encouraging teachers.</u> / 2016-17 school year 8. Create “look fors” for informal classroom walkthroughs that reflect best practices in teaching methods, differentiation, flexible grouping, and small group instruction – June 2016 (revise as necessary) 9. Complete weekly informal walkthrough observations and provide teachers feedback/ 2016-17 school year 10. <u>Reflect on walkthrough observation feedback The teachers and leadership will reflect continuously on student achievement through small group instruction and analyze data to ensure academic growth.</u> / 2016-17 school year 11. Complete needs assessment and professional development calendar for 2017-18 school year / May 2018 <p><u>Researched Based Evidence:</u> Theexpeditionsschool.com Kidsource.com cu-portland.edu</p>	<ul style="list-style-type: none"> • Professional development calendar 2016-17 • Informal observation data • Professional development calendar 2017-18 • Star Reading and Math benchmark data (ensuring students are making adequate growth – see assessment plan) • Student assessment data – formative common assessments (ensuring students are placed in correct instructional groups and that they are making adequate growth) 	<ul style="list-style-type: none"> • Report monthly progress to Board of Directors • Report annually to authorizer

Goal 3: Working as collaborative teaching teams is essential to the structure of the Academy. Collaborative teams must know and understand achievement levels of students in order to form appropriate instructional groups within their classes. As a result, the Academy will implement the Professional Learning Community (PLC) process with all instructional staff members beginning the first year of operation and continuing every year thereafter. Instructional staff will meet at least one day a week to collaborate about student learning. The analysis of Star Math and Star Reading data along with formative and summative assessments will be the foundation of organizing and changing instructional levels and groups as the year progresses. This will be necessary so that each student can continually work to reach their academic growth potential.

Action Steps/timeline	Measures of Progress/Evidence	Accountability
<ol style="list-style-type: none"> 1. Develop initial PLC training / May 2016 2. Provide initial professional development and guidelines for working within a PLC / August 2016 3. PLC meetings / Weekly throughout the 2016-17 school year 4. Develop team growth and proficiency goals related to student achievement in reading, writing, and mathematics 5. Create units of instruction including common formative and summative assessments and differentiated lesson plans / ongoing 2016-17 6. Review assessment data / ongoing 2016-17 7. Reflect on PLC practice and provide ongoing professional development and guidance as necessary / Monthly throughout the 2016-17 school year 	<ul style="list-style-type: none"> • PLC meeting notes • PLC implementation self-assessment and reflection data • Unit plans • Common formative and summative assessment data 	<ul style="list-style-type: none"> • Report monthly progress to Board of Directors • Report annually to authorizer

Education Thoroughness Standards

1. A safe environment conducive to learning is provided.

Goal: Maintain a safe teaching, working and learning environment that promotes positive and productive learning. Students will be respectful of themselves and others.

To achieve this goal, the Academy will:

- Develop guidelines for physical safety. These guidelines will include, but are not limited to, the procedures for fire and evacuation drills, reporting unsafe equipment, methods for checking students in and out of school, notification of school closures and emergency information and staff monitoring and supervision of student activity during the school day.
- Provide a facility and adopt policies that meet all required city, state, and federal health, accessibility, safety, fire and building codes for public schools.
- Establish, publish, and enforce policies that define acceptable and unacceptable behavior for students and staff, including zero tolerance for weapons, violence, harassment, bullying, gangs, use or sale of alcohol and drugs or any illegal activities.
- Establish a school-wide Positive Behavior Interventions and Support (PBIS) system that is comprised of behavioral intervention practices and organizational systems for establishing

the social culture, learning, and teaching environment and individual behavior supports needed to achieve academic and social success for all students.

- Provide all students direct and explicit instruction focused on defining, teaching, and encouraging expectations for behavior of respect, responsibility, and safety for all settings within the school.
- Provide annual and ongoing training for students in anti-bully and bully resistance, providing students the tools to recognize and reduce bullying behavior through the blending of school-wide positive behavior support and explicit instruction.
- Provide annual professional development for all staff using research-based anti-bully/bully prevention techniques and providing teachers and staff with skills and practical steps to take in responding to bullying, promoting the importance of building strong relationships within the classroom, and creating an environment of respectful diversity.
- Establish and enforce a technology use agreement for students and staff that prohibits the use of technology for harassment, bullying, or other unsafe behaviors.

2. Educators are empowered to maintain classroom discipline.

Goal: Create a positive teaching and learning environment where students are responsible, respectful, and highly engaged in learning.

To achieve this goal, the Academy will:

- Teachers will be trained in and use “CHAMPS: A Proactive and Positive Approach to Classroom Management,” by Randy Sprick, Ph.D. as a model of how to make effective decisions about classroom management. CHAMPS is based on the following principles or beliefs:
 - Structure the classroom for success, including the physical setting, schedule, routines and procedures.
 - Teach behavioral expectations to students; direct instruction on how to behave responsibly and respectfully in all classroom situations.
 - Observe and supervise; monitor student behavior by physically circulating and visually scanning all parts of the classroom.
 - Interact positively with students; when students are behaving responsibly and respectfully, they receive attention and feedback on their behavior, giving the students a high ratio of positive to negative interactions.
 - Correct fluently; teachers pre-plan their responses to misbehavior to ensure they respond in a brief, calm and consistent manner.
- ~~Teachers will be trained in the philosophy and methods of the “Love and Logic” classroom management approach that:~~
 - ~~1. Teaches students to think for themselves.~~
 - ~~2. Raises the level of student responsibility.~~
 - ~~3. Prepares students to function effectively in a society filled with temptations,~~

~~decisions, and consequences.~~

- ~~• Teachers and staff follow three basic rules when using Love and Logic, which are:
 - ~~1. Use enforceable limits.~~
 - ~~2. Provide choices within limits.~~
 - ~~3. Apply consequences with empathy.~~~~
- ~~• Establish and maintain consistent rules and logical consequences aligned throughout the school.~~

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

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

To achieve this goal, the Academy will:

- Utilize the general philosophy of the IB Programme to instill basic values.
- Emphasize the importance of adults and older students modeling important values at school.
- Support students in their efforts to build personal bonds and carry out responsibilities within the learning community.
- Develop a sense of community and service within the school and between the school and larger community.
- Instill a sense of individual, social, and civic responsibility that enables students to use newly found knowledge to solve community problems.

4. The skills necessary to communicate effectively are taught.

Goal: Teach students a range of effective communication skills appropriate for the 21st Century using the IB Programme and Idaho Core Standards.

To achieve this goal, the Academy will:

- Emphasize meaningful language experiences in English Language Arts instruction through reading, writing, speaking, and listening, which is enhanced by dramatization and memorization.
- Provide access to computers and other technology. Teach technology skills and appropriate communication through technology.
- Provide instruction in a foreign language. Next to English, Spanish is the second most spoken language in the United States. There are approximately 52 million people who speak Spanish as a first or second language in the United States. Some projections indicate that the United States could even surpass Mexico by 2050 and become the

world's largest Spanish-speaking country. Learning Spanish will enable students to live more effectively in a global community and is essential in many occupations. In addition, knowledge of a second language will boost English proficiency, improve memory and self-discipline, and enhance verbal and problem-solving skills.

5. A basic curriculum necessary to enable students to enter academic or professional technical postsecondary educational programs is provided.

Goal: Develop international citizens equipped with a solid foundation in reading, writing, mathematics, science, technology, language, and social studies that will enhance their ability to positively contribute to a global society in the 21st Century.

To achieve this goal, the Academy will:

- Provide a challenging academic program utilizing the Idaho Core Standards combined with the IB framework for curriculum
- Develop and implement a complete Response to Intervention (RTI) system consisting of three tiers of instructional processes that include regular universal benchmark screening of basic language arts and mathematics skills (three times a year), increasing levels of instructional support and intervention, and careful monitoring of progress for students identified for additional support.
 - **Tier 1:** All students receive instruction within an evidence-based, scientifically researched core program aligned with the Idaho Core Standards and the IB framework with the intent to deliver high-quality instruction in language arts and mathematics.
 - **Tier 2:** Students who fall below the expected levels of accomplishment (10th–24th percentile), according to the school-wide benchmark screenings, receive interventions and instructional programs focused on their specific needs.
 - **Tier 3:** Students who fall well-below the 10th percentile on the benchmark universal screeners are at high risk for academic failure and will receive intensive interventions and instruction to meet their individual needs.
- Provide foreign language instruction.
- A comprehensive health curriculum will be taught as required by the State of Idaho.
- Physical fitness instruction will focus on basic health, fitness (flexibility, strength, and endurance) and lifetime sports.
- Frequent opportunities will be provided for students to participate in outdoor activities, such as snowshoeing, hiking, biking, running, skiing, tennis, golfing, and fishing.
- Music and art will be integrated into the interdisciplinary thematic units of instruction.
- Delineate a set of expected best teaching practices, methods, and materials that teachers will employ within their classrooms.
- Provide ongoing professional development in best teaching practices, methods, and materials that are expected to be used within the classroom.

- Monitor teacher performance and implementation of curriculum and best practices through frequent classroom walkthroughs by teaching peers and administration and through the implementation of a research-based evaluation system, Charlotte Danielson’s “Framework for Teaching.” “Framework for Teaching” is a research-based set of components of instruction, aligned to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility:
 1. Planning and preparation
 2. Classroom environment
 3. Instruction
 4. Professional responsibilities

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

Goal: Provide students with academic and social skills that prepare them for future employment in the 21st Century. Students will not only possess solid academic skills in reading, writing, and mathematics, but they will be able to work cooperatively and collaboratively. They will be able to think critically and problem-solve.

To achieve this goal, the Academy will:

- Provide a strong foundation in reading, writing, problem-solving, math concepts, science, technology, and social studies.
- Provide a technology-rich environment, encouraging the effective use of technology as a tool in the workplace of the 21st Century.
- Enable students to develop the following intellectual habits important in the workplace: Adapting to new situations and responding effectively to new information; solving problems; locating and evaluating information from a variety of sources; making flexible connections among various disciplines of thought; thinking logically; and making informed judgments.
- Enable students to develop the following personal habits important in the workplace: Accepting responsibility for personal decisions and actions; acting with honesty, courage, and integrity; maintaining a healthy lifestyle; showing empathy, courtesy, and respect for differences among people and ideas; displaying self-confidence; practicing concentration and perseverance; implementing effective time management; and working cooperatively with others to reach group consensus or to complete a task.

7. The students are introduced to current technology.

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

To achieve this goal, the Academy will:

- Provide technology to facilitate and enhance learning. Students will be able to access technology to communicate, research information, complete assignments, compute, keep records, analyze and store data, and for assessment purposes.
- Use interactive technology as a tool in an integrated educational program rather than as a primary instructional delivery system.
- Students will be taught and expected to proficiently keyboard and use word processing, spreadsheet, and presentation software.

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

Goal: Provide students with the skills, attributes and attitudes necessary to become global citizens in their chosen careers or fields of work and communities in the 21st Century.

To achieve this goal, the Academy will:

- Provide service-learning experiences that reflect responsible citizenship in a democratic society and an interdependent world.
- Enable students to understand and apply concepts and principles embedded in each of the social studies: history, geography, political science, and economics.

Special Education

The Academy supports the rights of all students and will serve all students with different cognitive abilities. This will include: students with intellectual disabilities and Autism, English Language Learners (ELL), and the Gifted and Talented Learners. Every student will receive equal access to educational opportunities. No student will be excluded from the Academy or referred to other schools because of their unique needs.

The Academy's Board of Directors will adopt the 2015 Idaho Special Education Manual with all subsequent revisions. Special education policies and procedures will be developed and implemented in accordance with the mandates of the Individuals with Disabilities Education Act (IDEA), other federal laws, and Idaho code. The Idaho Special Education Manual will also be used as a reference and guideline for developing individual education plans.

The Academy will plan and budget to hire or contract with highly qualified special education teacher(s) who meet Idaho state requirements.

The Academy will establish and implement an ongoing Child Find system to locate, identify, and evaluate students suspected of having a disability and who may need special education, regardless of the severity of the disability.

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

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

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

The Academy will implement and utilize a comprehensive RTI program as recommended in the Idaho Special Education Manual. This comprehensive, general education-led program will consist of the core components of problem identification, problem analysis, applying researched-based intervention, and progress monitoring to determine the student's response to the scientifically research-based interventions. Students who do not respond adequately to the RTI program may be considered for a referral to a special education evaluation.

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

Individual Education Plans

A highly qualified special education teacher will be responsible to monitor Individual Education Plans (IEPs) and supervise the implementation as written. A special education teacher will provide services in an inclusion or a pull-out model depending on the degree of accommodation

necessary to meet the student's needs. These services will be delivered by a special education teacher or licensed provider, with supporting para-educator(s) as allowed by the IDEA and the ESEA. The special education teacher will consult with the general education staff to utilize effective classroom accommodations, adaptations and modifications.

The continuum of settings and services will be provided at the Academy, including general education classes, resource classes, and provisions for supplemental services, such as resource services, itinerant instruction provided in conjunction with the general classroom, classroom aides, replacement curricula, behavioral supports, etc.

The Academy will provide as needed supplementary aids and services such as resource services and itinerant instruction, adaptations, assistive technology, extended school year, replacement curricula, behavioral supports and transportation (even if others are not transported), for special education students when the student's IEP requires it as a result of the multi-disciplinary team decision.

In determining appropriate settings and services for a student with a disability, the IEP team shall consider the student's needs and the variety of alternate placements and related services available to meet those needs. The Academy may contract with private providers for the provision of related services. Services may be provided by a licensed therapist, who may use a para-educator for support. In the rare event that the IEP team determines that the student's academic needs cannot be met onsite, the Academy may contract with other agencies to provide those services.

For all special education students, the Academy will develop, review and revise IEPs in accordance with state and federal laws. The Academy will adhere to the IDEA Procedural Safeguards and FERPA to assure protection of student and parent rights to a free, appropriate public education, including the confidentiality protections and the special services referral process. These rights are provided under the IDEA; the Elementary and Secondary Education Act (ESEA), reauthorized as the No Child Left Behind Act (NCLB); and Section 504 of the Rehabilitation Act relating to personally identifiable information in student special education records. These statutes also provide for the right to review and inspect records.

In addition the Academy will ensure access to charter school programs and activities, as required by the Americans with Disabilities Act (ADA) and the Family Education Rights and Privacy Act (FERPA). The Academy's building plan will permit access by students with disabilities. The school will provide transportation for special education students when the student's IEP requires it as a result of the multi-disciplinary team decision.

Child Find

The Academy will form a Child Assistance Team (CAT), a problem-solving team consisting of teachers, administration, and educational specialists to problem-solve for students identified through the RTI process and/or parental input as students not meeting Idaho Core Standards or the Idaho Early Learning Guidelines. The team will use a problem-solving process to plan accommodations and interventions within the general education classroom to ensure that referrals to consider a special education evaluation are appropriate. Data will be used to evaluate the effectiveness of alternative strategies and interventions. The student's linguistic and cultural backgrounds will also be considered in identifying needs and appropriate strategies. Following the problem-solving process, students suspected of having a disability will be referred to consider special education services.

Discipline

The Academy will use evidenced-based programming and curricula when working with students with disabilities who need supplemental or replacement curricula. The Academy will follow the guidelines provided by the IDEA and Idaho Special Education Manual in regard to the disciplining of a student protected under the IDEA. This will include the consideration of a Functional Behavior Assessment and subsequent Behavior Intervention Plan when the special-education multi-disciplinary team identifies that the behavior of the student impacts his or her learning or the learning of others. When the Behavior Intervention Plan is required, it will be developed with Positive Behavior Interventions and Supports. If the IEP team determines that such services are needed, they must be included in the IEP and must be implemented.

When required in accordance with the IDEA and Idaho Special Education Manual, the special education multi-disciplinary team will conduct a Manifestation Determination to establish whether or not the misconduct of a student with a disability was: (1) a demonstration of the disability, that is, an inability to understand impact and consequences or an inability to control behavior; (2) the result of an inappropriate placement; and/or (3) the lack of provision of services consistent with the IEP and placement.

Students with disabilities who are subject to disciplinary actions are entitled to all of the due process rights afforded students without disabilities under Idaho Code 33-205 and state and local policies. In addition to these rights, the IDEA provides special education rights and additional discipline procedures to a student with a disability whom the district is removing from his or her current educational placement. Students with disabilities who have been suspended or expelled for more than ten (10) consecutive or cumulative school days in a school year retain the right to a free appropriate public education (FAPE).

Non-Discriminatory Enrollment Procedures

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

LRE Requirements

The Academy embraces inclusion and cooperative teaching to allow all students to achieve their full potential. The Academy will provide special education and related services to eligible students in the Least Restrictive Environment (LRE), educating students with disabilities with their non-disabled peers to the maximum extent appropriate.

Services will be determined according to the guidelines detailed in the Idaho Special Education Manual. Students found to be eligible for special educational services will receive required services in the following manner:

1. Instruction for students with disabilities and the monitoring of that delivery of instruction will be provided by highly qualified school staff. Instructional services will follow the IEP and will be provided in the least restrictive environment as determined by the student's needs.

2. If necessary, the Academy will contract with a private provider for the provisions of other related services, such as speech and language, occupational, and/or physical therapy as outlined in the IEP.

Transfer Students

Students transferring from an Idaho school district with a current IEP shall be provided with FAPE (Free and Appropriate Education). This includes comparable services to those described in the previously held IEP. Likewise, students transferring from an out-of-state district with a current IEP shall be provided with FAPE, including services comparable to those described in the IEP. In consultation with the student's parents, the evaluation team at the Academy will conduct an evaluation if it is determined necessary and will develop or adopt and implement a new IEP based on Idaho eligibility criteria.

Gifted and Talented

The Academy will identify students possessing high-performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas. The identification in each area will be by a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, the Academy will implement a modification of curriculum to provide a challenging educational experience.

English Learners (EL)

The Academy will do the following for students who are English Learners (EL):

1. **Identification of EL students:** The Academy will use the federal definition of EL as detailed in Title III and IX of the ESEA. Idaho EL program guidance will be used to support the needs of students who are EL. Students for whom English is a second language will be assessed using the EL placement test. The eligibility criteria (listed below) will be used for a Home Language Survey in order to identify the primary home language other than English. The Idaho English Language Proficiency Assessment will be used to assess English proficiency as the EL student progresses through the school.
2. **Program of services and instructional methods:** Students who are eligible for the EL program will participate in the EL program according to state and federal guidelines. State and federally mandated testing of EL students will be administered. EL services may be provided onsite or contracted out.
3. **Curriculum:** Curriculum will be purchased and modified using the Sheltered Instructional Observation Protocol and other EL instructional approaches. Educational Learning Plans (ELP) will be developed to support EL students. ELPs will be overseen by teachers certified in Bilingual Education. With the IB focus on global education and foreign language and with the use of technology, EL students will be well-supported to access the general curriculum.
4. **Assessment:** Relevant Curriculum Based Measures (CBM) and the Idaho English Language Proficiency Assessment will be used to monitor student growth. Students who meet state recommended levels of proficiency on the Idaho English Language Proficiency Assessment or other assessments will be exited from the EL program.

5. **Evaluation:** The program will be evaluated based on collected data and trends and revised, if necessary. Evaluation of the program will be based on tracking data on swiftness of intervention, type of intervention, and comparison with peers for student improvement; availability of resources; staff training; and viable sources of assistance.

The following is the EL program eligibility criteria:

- Registration cards will include the question: “What is the primary language spoken in the home?”
- If a response is any language other than English, a survey will go home to the parents.
- If the survey comes back indicating that a student may be EL, the student will be given an English language proficiency test within 30 days of registration or within two weeks of entry into the school.
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parents will be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, the student will be placed in a program of high-quality language instruction, including:
 - Formative assessments of phonological processing, letter knowledge, and word and text reading.
 - Focused, intensive small-group reading interventions for at-risk students that include phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
 - High-quality vocabulary instruction throughout the school day with essential content words taught in-depth.

Section 504

Any student attending the Academy is entitled to a Section 504 Accommodation Plan if they have been identified and the evaluation shows that the individual has a mental or physical impairment that substantially limits one or more major life activities. This determination is made by a team of knowledgeable individuals, including the student’s parents who are familiar with the student and his or her disability. Section 504 processes are not Special Education. The school counselor will be the coordinator of the 504 process at the Academy.

Section 504 responsibilities:

- Student and Parent:
 - Be involved in suggesting accommodations.
 - Participate in Section 504 meetings.
 - Benefit from the accommodations.

- School Administrator, Principal, Counselor, Certified, and Classified Staff:
 - Conduct non-discriminatory practices in classrooms.
 - Refer, identify, and evaluate students as appropriate.
 - Encourage parent involvement.
 - Develop and implement program modifications and accommodations.
 - Coordinate Section 504 processes and training.
 - Provide staff and parent training.
 - Manage Section 504 grievance procedures.
 - Help conduct the self-evaluation.

- School Board of Directors:
 - Provide written notice to parents, students, school personnel, and community members of the name and contact information of the 504 Coordinator.
 - Have an understanding of all civil rights laws.
 - Develop grievance procedures.
 - Develop 504 hearing procedures.

Dual Enrollment

Dual enrollment qualifications and requirements are subject to following Idaho Code 33-203. State funding of a dually enrolled student will be limited to the extent of the student's participation in the Academy's programs. Information concerning dual enrollment option and requirements will be provided to all parents on an annual basis. At that point, the teacher, student, and parents will sit down to discuss all options and a decision will be made.

Students from the Academy shall be allowed to participate in dual enrollment options in the district of their residence provided that student meets eligibility requirements for that program, as specified in 33-203(7) of Idaho Code. Participation fees will be consistent with those required of students attending the traditional public school. Any school district shall be allowed to include dual-enrolled public charter school students for the purposes of state funding only to the extent of the student's participation in the public school programs. Opportunities for dual enrollment will be communicated to parents and students through ongoing group and individual conferences with the counseling staff, as well as in newsletters and other regular communication from the school.

Policies will be developed and adopted within 60 days of the charter's approval. In all cases, transportation shall be provided for students by their parent(s) or the parent's representative when exercising dual-enrollment opportunities.

Advance Opportunities

~~Students attending the Academy in seventh grade will qualify to participate in the "8 in 6" program. The "8 in 6" program considers the two years of junior high, the four years of high school, and the first two years of college or professional-technical preparation that normally take eight years to complete and compresses it into six years by taking full course loads during the school year and one or two online courses during the summer or as overload courses. The "8 in 6" program provides students with the means of completing high school graduation requirements at an accelerated rate. Once state graduation requirements are satisfied, students can stay in high school and take college credits paid for by the state (under the Dual Credit for Early Completers program) and graduate with their peers.~~

Tab 4 – Measurable Standards, Accreditation, and Accountability

Measurable Student Educational Standards (MSES)

Testing

The Academy will participate in all state-mandated testing as required by Idaho Code 33-5205 (3), including the ISAT, ISAT Alt, IRI, IELA, and NAEP. The school will have a test coordinator who will oversee the testing program and ensure the testing process as outlined by the Idaho State Department of Education is followed with fidelity for all tests. These assessments will occur during the state-mandated testing windows outlined by the Idaho State Department of Education.

Renaissance Learning literacy, numeracy, reading, and mathematics tests will be used at least three times a year to measure proficiency levels, student academic growth, and students' progress toward learning goals.

The following measurable goals have been set, but after the cut scores and proficiency rates are determined by Idaho State Department of Education, these goals may need to be revised to reflect attainable, realistic yet aggressive measures of proficiency and growth:

Standardized Tests

English Language Arts:

- ~~At least 80 percent of Kindergarten, first, and second graders will achieve a score of 3 on the spring IRI and by the end of third grade, 85 percent will receive a score of 3.~~
- ~~At least 80 percent of third through sixth graders will achieve proficient or advanced on the ISAT 2.0 ELA/Literacy Assessment.~~
- ~~At least 80 percent of Kindergarten students will be grade-level proficient as measured by the spring Star Early Literacy Assessment.~~
- ~~At least Kindergarten students will show growth on the Star Early Literacy Assessment as measured by the 35–65 Student Growth Percentile (SGP) or more on the spring assessment.~~
- ~~At least 80 percent of first through eighth graders will show grade-level proficiency or above as measured by the spring Star Reading Assessment.~~
- The majority of first through eighth graders will show growth on the Star Reading Assessment as measured by the 35–65 50 SGP or more on the spring assessment.

Mathematics:

- ~~At least 80 percent of third through eighth graders will achieve proficient or advanced on the ISAT 2.0 Math Assessment.~~
- ~~At least 80 percent of first through eighth graders will achieve grade-level proficiency or above as measured by the spring STAR Math Assessment.~~

- The majority of the first through eighth graders will show growth on the Star Math Assessment as measured by the 35–65 50 SGP or more on the spring assessment.

Science:

- ~~At least 80 percent of the fifth and seventh graders will achieve grade-level proficiency or above as measured by the ISAT 2.0 Science Assessment.~~

Behavior and Social Skills:

- Socially 70%-89% of students grades kindergarten through eighth grade will move one tier from the fall benchmark to the spring benchmark using the AIMSweb ProSocial Behavior Social Skills Improvement System (SSIS). ~~evaluation screening.~~

Civic Responsibility:

- At least 80% of Kindergarten through 5th graders will score a 2 or 3 on the Civic Responsibility Survey Level 1 Post-test.
- At least 80% of 6th through 8th graders will score a 4, 5, ~~or 6~~ or better on the Civic Responsibility Survey Level 2 Post-test.

Methods for Measuring Student Progress

Assessment and Evaluation

The Academy will utilize information from both standardized evaluations and alternative assessment measurements and will emphasize assessments that enhance learning. Teachers will use assessments as an evaluation of student learning and a reflection of their teaching to help drive instructional decisions. Students will view assessments as learning experiences, challenges and opportunities to understand how they have grown. Student growth and development will reflect understanding, application and synthesis of the Idaho Core Standards and the IB Programme.

Standards Based Grading

Standards-based grading focuses on measuring student proficiency on a specific set of outcomes. These outcomes are shared with students at the outset of the course, along with a learning scale or rubric that explains the essential outcome in detail. Student progress toward proficiency is tracked by performance on learning tasks that align to the outcome, which encourages student ownership of learning and allows the teacher to provide accurate feedback to each student. The goal of a standards-based approach is to clearly communicate to students and parents what is expected of the students and how to help them be successful in their educational journey.

Professional Learning Communities

The Academy's teachers will meet at least one time a week to collaborate about student learning. Kindergarten through third grade; fourth and fifth grade; and sixth through eighth grade teachers will work in professional learning communities (PLCs) and collaborative teams to develop and align units of instruction based on the IB curriculum and Idaho Core Standards.

PLC teams will develop student learning targets and assessments, both formative and summative, that measure proficiency of the learning targets and standards. These assessment tasks will be frequent and varied to allow students to demonstrate progress, achievement and proficiency according to the learning targets and standards identified in each unit of study.

Assessment tasks include, but are not limited to:

- Open-ended, problem-solving activities
- Investigations
- Organized debates
- Hands-on experimentation
- Analysis and reflection
- Multiple choice
- Short answer
- Extended answer and essays

PLC teams will analyze the data collected from the assessments and adjust their instruction to meet the needs of the various learners in the class. They also will share best teaching practices and effective teaching strategies as they collaborate about student learning.

Portfolios of Learning

The Academy's students will meet or exceed the Idaho Core Standards and will reach their highest levels of individualized achievement on all standard measurements. Student progress will be assessed through a variety of assessments as delineated by the unit learning targets determined by the PLC teaching teams. Students will track their progress and evidence of their learning in a portfolio that catalogs their interests, passions, strengths, weaknesses and learning strategies that work best for them. The portfolio also reflects the achievement, proficiency and progress toward proficiency as related to the Idaho Core Standards, the IB learning objectives and the learning targets for each unit of instruction. Standards Based Grading (SBG) reports that target specific learning standards and objectives will be included in each student's portfolio.

Student-Led and Teacher-Led Conferences

The Academy considers communicating student learning with the student's family to be of utmost importance. In addition to regular communication between the classroom teacher and the parents/guardians, the school will invite students and their families to attend formal conferences three times a year during which the student, family and teacher will review and analyze the student's portfolio of learning.

Teachers will facilitate the meeting, but the student will be in charge of taking responsibility for their learning and explaining their personal progress toward mastery of the Idaho Core Standards, IB learning objectives and the learning targets for the units of instruction. Students will justify their progress by referencing specific assignments that show their mastery of learning targets.

Students will also complete self-evaluations of their performance for each unit of instruction and share these evaluations with their families. Additionally, students will set goals for improvement with the support of their families and teacher as they explain their areas of strength and areas in need of improvement. The tone of the conference will be positive with a focus on continuous improvement.

Student Information System

The Academy will research information systems and select one that meets the following criteria:

- User-friendly for parents, students, and school staff.
- Meets budget limitations.
- Interfaces with standards based grading.
- Tracks students' attendance, demographic, and health records.
- Fee management.

The student information system will be in place before the first year of operation begins.

Accreditation

Before opening its doors, the Academy will apply to the Northwest Accreditation Commission, a Division of AdvancED, for accreditation as required in IDAPA 08.02.02.140. The Academy will complete the accreditation process and gain accreditation before its third year of operation.

AdvancED is an accrediting agency committed to helping schools improve. Accreditation is obtained through a process and over a period of time. A school must be in operation for at least two years and show financial stability to be accredited.

Initially, the Academy will contact AdvancED and submit an application. A \$500 application fee must accompany the application, along with the \$750 annual accreditation fee. Within three months following the application submission, the Academy will prepare to host a Readiness Review while receiving support from AdvancED throughout the process. During this time, the Academy will be considered an applicant.

Once the Readiness Review has been completed, the Academy will be in Candidacy status and will move forward with an Internal Review which consists of collecting student data; soliciting student, parent, and staff feedback; writing an executive summary of the school's purpose and direction; and creating an improvement plan based on data, goals, and commitment. This review needs to be done while demonstrating compliance with AdvancED and government requirements.

The Academy recognizes that during this time, it may not project or announce future accreditation by AdvancED. Candidacy does not equate with accreditation. Following the Internal Review, an External Review is conducted. This must be done within two years of becoming a candidate. A review team from AdvancED will visit the Academy and observe classroom instruction, review student performance, solicit feedback from stakeholders, conduct interviews, and examine other evidence as needed. This review team will prepare a comprehensive report on its findings and determine an IEQ Score (Index of Education Quality).

These findings and scores are reviewed by the AdvancED Accreditation Commission, which meets and grants accreditation status in January and June each year. The Academy anticipates accreditation for a five-year term and will submit necessary documentation, including a Progress Report, no later than two years following each External Review. An External Review is conducted every five years to maintain accreditation. The External Review Report will be provided to the authorizer along with any other requested reports.

School Improvement

A wide variety of achievement data will be used in the educational planning process. The school administration and the Board of Directors will review school-wide achievement data that includes academic proficiency and growth with at least 95% of students participating in the state mandated tests. In addition, they will review school-wide proficiency and growth data at least one time a trimester. If necessary, the administration and faculty will develop action plans for improvement that would include differentiated instruction within the classroom, intervention plans for students at risk of not meeting set benchmarks and more frequent monitoring of student achievement.

Each week teams of teachers will meet to review student achievement data and will make necessary adjustments to their instructional plans that include differentiated instruction, implementation of interventions, and frequent monitoring of progress.

If the Academy at any point is identified as a school in need of improvement, the Academy's Board of Directors will actively look at data to ensure effective leaders are in place. In addition, school leaders, including the leadership team, will look closely at multiple levels of data to begin determining where and what focus areas need to be addressed. Strategic improvement planning will go into effect, and the Idaho State Department of Education will become a network and resource to help guide the Academy in school improvement efforts.

The Academy will utilize the statewide System of Support and framework for analyzing problems, identifying underlying causes, and addressing instructional issues to better understand why it has not made sufficient progress in student achievement. A plan will be written that will be comprehensive, highly structured, specific and focused on the Academy's instructional program. The Academy will utilize the WISE tool and other state suggested tools that allow it to include scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement.

Tab 5 – Governance Structure, Parental Involvement, and Audits

Governance Structure

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

The Board of Directors will serve as the public agents who govern the Academy. There will be ~~approximately five to nine~~ not less than 5 nor more than 9 members on the Board of Directors. Initially, the Board of Directors will remain the same as the Organizing Group. A list of Board members and their backgrounds is included as Appendix D. Upon successful establishment of the school and after one to two years of operations, transition to a long-term governing board will be accomplished through the procedures set forth in the Restated Bylaws.

Governance of the Academy resides exclusively with the Board and not with the originators of the business idea. The originators of the idea for the Academy took steps, from the outset, to minimize the risk of founder's syndrome by recruiting an independent Board immediately following organization and by declining to be voting members of the Board. From the outset, the visionaries have deliberately limited their role in the organization, providing information and vision to the Board of Directors, but allowing the Board of Directors to govern the organization. By removing themselves from positions of control, the visionaries reduced the risk of problems associated with founder's syndrome.

Bylaws have been adopted to promote and retain long-term commitment to the mission of the Academy by staggering the transition of board members so that no more than two-fifths of the board is replaced at any one time. Notwithstanding this Board continuity, the bylaws promote ongoing change in the makeup of the Board of Directors through annual elections so as to encourage fresh perspective and bring new talents to bear on the success of the Academy.

The Board members will make every attempt to include a balance of skills and vocations on the Board as new members are ~~voted in by the existing Board members~~ determined in accordance with the procedures set forth in the Restated Bylaws. Desired skills and vocations include, but are not limited to, legal expertise; financial/accounting expertise; education expertise including administration, instruction, and special education; and business operations expertise. To that end, it is anticipated the Board will organize from within its membership a Recruiting Committee committed to and tasked with identifying potential new board members. The Academy will also seek to identify potential successor board members by polling members of the Parent-Faculty Association and through publicly available publications. The Board will maintain a list of potential future board members from individuals identified by the Parent-Faculty Association. In addition to identifying potential future board members, the Recruitment Committee will be tasked with: assessing the skills, experience, and expertise of the existing board to identify gaps; evaluating potential future board members against identified needs; extending invitations to potential board members to run for vacancies, and establishing an orientation program to assist new directors in becoming familiar both with the Academy and the responsibilities of board members.

Upon departure of a Board Member from the Board of Directors or at the conclusion of a Board Members term of services, efforts will be made to personally recruit candidates with similar professional backgrounds and expertise to fill vacancies through the election procedures set forth in the Restated Bylaws.

The Board of Directors' responsibilities include, but are not limited to:

- Securing adequate and appropriate board leadership training available through the Idaho School Boards Association or its equivalent including but not limited to training on school finance, ethics, school governance and strategic planning. Upon approval of the Academy's charter, the Board will evaluate its needs relative to training available through ISBA and will select and enroll in the training program in which it will participate. A similar assessment and enrollment will take place annually to ensure the Board has continuous training and stays abreast of relevant new developments. To the extent ~~not provided by the Idaho School Boards Association,~~ the Board identifies any areas of deficiency that cannot be addressed through training provided by ISBA, the Board of Directors will also arrange specialized training relative to those areas, including if necessary, training relative to Idaho's open meeting laws and public records laws so as to ensure compliance with such laws in the Board of Directors' administration of the Academy's business.
- Securing adequate and appropriate Academic Program training by participating in the IB continuum workshop "Governance: Introduction to the IB for school owners and board members" and/or its equivalent.
- Aiding in the business operations of the school, including the procurement of funding and ensuring operation of the business in accordance with the requirements of the Idaho Nonprofit Corporation Act, Chapter 3, Title 30, Idaho Code.
- Monitoring and assessing the school's compliance with the provisions of its charter under the Idaho Public Charter Schools Act, Chapter 52, Title 33, Idaho Code.
- Holding meetings which follow open meetings laws, including the posting of agendas at least 24-48 hours in advance, quorums, executive session procedures, board meeting frequency, etc.
- Maintaining entity records in accordance with Idaho public record laws, including keeping accurate meeting minutes, complying with public access requirements, and fulfilling any Freedom of Information Act requests for other records in accordance with the requirements of that act.
- Meeting as necessary, with one meeting serving as the annual meeting of the corporation.

Founders

Below is a list of original Founders who have made material contributions to the establishment of the Academy by giving their time, effort, energy and resources to the creation and formation of the charter, including the formation of the school and its policies, mission statement, methods and governance structure. The original founders are: Michelle and Doug Ball, Heath and Erin Bowen, Trevor and Stephanie Bowen, Katie Davenport, John Folker,

Michael and Alyssa Folker, Philip and Amanda Harper, Sue Holmes, Idaho Central Credit Union, Peter and Shelia Klaass, and Mary Mitchell.

Additional Founders may be added up to the time of initial enrollment, by majority vote of the Board of Directors. These additional Founders may be persons, employees, or staff who contribute significantly to the development of the school in ways such as: participating as volunteers in the creation and development of the school's physical location, structures, grounds, and general campus, and by other actions, donations, and volunteer activities without which the school would not come into existence.

Ethical Standards

The Board of Directors recognizes that sound, ethical standards of conduct increase the effectiveness of the Board members. Such standards promote the public confidence; help to ensure compliance with federal, state, and local laws and regulations; and serve to advance the goals of the school. To that end, the Board of Directors have adopted the Alturas International Academy Board of Directors Code of Ethics and Conduct. A copy of the code is ~~attached as~~ included in Appendix D.

The Board of Directors is expected to operate free of any conflicts of interest. In order to ensure that conflicts are avoided, the Board of Directors have adopted a Conflict of Interest Policy, a copy of which is ~~attached as~~ included in Appendix D.

Parental Involvement

The Parent-Faculty Association (PFA) and Board of Directors of the Academy may provide consultation to the ~~Principal~~ Administrator regarding ongoing plans for the school. The Academy is committed to ensuring that parents of students who attend its program are involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children's personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children.

The process to ensure parental involvement will be as follows:

1. Parents will receive written information as each school year begins and any time their child's academic progress or program changes throughout the year.
2. Parents will be highly encouraged to attend three parent teacher conferences per year. In addition, at any point a student is not making adequate academic or social progress, the teacher will initiate a parent teacher conference and will develop a plan addressing the student's needs. A written plan and ongoing progress reports will be provided to the parent. Additional meetings may be held to evaluate and adjust the plan as needed.
3. Parents will be asked to complete a survey during the school year addressing the following issues: safety of students, school-wide discipline, school climate, curriculum, and other issues relevant to the school.
4. Parents will be highly encouraged to be involved in the PFA and to volunteer for school projects, programs, and committees and to work with students. Yearly events, fundraisers, and activities will take place greatly utilizing parental involvement, skills, and resources.

5. Parents will be highly encouraged to provide an appropriate learning environment at home for study and academic reinforcement.
- ~~6. Parents will be expected to volunteer in their child's(ren's) classroom(s).~~
7. Parents will be highly encouraged to communicate regularly with the school. In turn, the school and the PFA will regularly communicate with parents.
8. Parents will be highly encouraged to attend and participate in the Board of Directors' monthly meetings. They will be made aware of the availability of agendas, minutes, and Board needs.

Audits

Every year the Academy's Board of Directors will hire a certified public accountant to conduct an independent audit that complies with all related finance laws. At the completion of the audit, the Board will review the results of the audit and approve and accept the audit report and findings. A copy of the audit report will be submitted to the authorizing entity and the Idaho State Department of Education.

Financial Reporting

The Academy will comply with the financial reporting requirements of Idaho Code Section 33-701 (5-10). The Board will have prepared and published, within 120 days from the last day of each fiscal year, an annual statement of the financial condition of the school as of the end of the fiscal year. The report will be presented in the form prescribed by the Idaho State Superintendent of Public Instruction pursuant to Idaho Code Section 33-701(5)(6). The annual statement shall include, but not be limited to, the amounts of money budgeted and received and from what sources and the amounts budgeted and expended for salaries and other expenses by category. The annual statement will be submitted to the Idaho State Department of Education as required by law.

The school will place copies of all teacher contracts and vendor contracts on the school website. In addition, the school will place a listing of all disbursements on the website and make available all such information upon request.

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

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

The Academy will only invest money coming into the hands of the school in investments permitted by section 67-120 of the Idaho Code.

Tab 6 – Employee Requirements

Qualifications

Teachers, administrators and staff of the Academy will meet or exceed the required qualifications mandated by Idaho state law. All certified applicants must be able to obtain the appropriate Idaho certificate with endorsement in the content area in which they are assigned.

All full- and part-time staff will be expected to meet the following requirements, including but not limited to:

- All employees will be expected to possess the knowledge, character, judgment, experience, and expertise consistent with the standards of the Academy.
- All classified applicants must meet the minimum requirements set forth in the job description for the vacant position.
- All certified staff must provide proof of Highly Qualified status pursuant to the Elementary and Secondary Education Act/No Child Left Behind provision (PL 107-110).
- All applicants must complete a standard employment application and interview process.
- All applicants selected for employment shall submit a criminal history check pursuant to Idaho Code 33-130, comply with Idaho Code 33-1210 (information on past job performance), and meet final Board approval pursuant to Idaho Code 33-513.
- Written contracts which are approved by the Idaho State Superintendent of Public Instruction will be provided for all certified staff members upon valid certification.
- In an effort to engage participation from the parents, extended family, and greater community, and in the event that an individual is identified as possessing a particular talent or skill the Academy reserves the right to hire anyone for temporary or part-time assistance under the direct supervision of a certified staff member. This provision allows the Academy to draw upon the wealth of knowledge and experience found in the community by individuals who may not hold a teaching certificate. Furthermore, employed staff will be appropriately certified although volunteers may be brought in to provide specialized expertise.
- The Academy is committed to an environment of non-discrimination in relation to race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs. This policy will prevail in all matters concerning staff, students, the public, educational programs, and employment practices.

Teacher Quality and Professional Development

Background Checks

All staff, volunteers, board of trustees, and contractors will undergo the Background Investigation Check through the State Department of Education. Any other individual who has contact with students will be checked against the state sex offender registry.

Professional Codes and Standards

Staff must comply with the professional codes and standards approved by the Idaho State Board of Education, including the Code of Ethics for Idaho Professional Educators outlined in IDAPA 08.02.02.076. Teachers or staff who are found in violation of the Code of Ethics will have action taken against them including, but not limited to, a performance review, improvement plan, suspension, termination, or legal action.

The Academy believes that when it comes to student learning and achievement, the influence of the teacher has the most impact. The Academy will make every effort to assure only highly qualified and effective teachers that embrace the educational and instructional philosophies (e.g., project-based, instructional-level teaching) of the Academy are retained. As a result, teachers at the Academy will be required to undergo annual evaluation procedures that ensure project-based effective instruction is occurring. The evaluation procedures will fulfill the requirements of Idaho Code and will be based on Charlotte Danielson's "Framework for Teaching" which includes: Planning and Preparation; Learning Environment; Instruction and Use of Assessment; and Professional Responsibilities. Informal administrative walk-through observations will also be employed as a method of collecting reflection data for administration and teachers.

The Academy values parental input as part of the evaluation process. Parents or guardians will be given opportunities throughout the year to provide feedback on teacher performance. The evaluation form will include a section for input received from parents or guardians. Each certificated staff member shall receive one written evaluation completed no later than May 1, per Idaho Code. The evaluation shall include a minimum of two documented observations, one of which shall be completed prior to January 1 of each year.

If teacher performance is deemed below expectation, the teacher will be placed on probation. With input from the teacher and guidance from the Administrator ~~Principal~~, a performance improvement plan will be developed. The teacher will be guided and mentored according to the plan by the Administrator ~~Principal~~ or designated administrator. Upon completion of the performance improvement plan, the teacher will either be removed from probation, continue probationary status, or will be terminated in accordance with Idaho employment laws. The performance improvement plan will be adjusted as necessary throughout the probationary period.

Professional Development

Professional development is essential in the growth and development of excellent teachers. The Academy will develop a list of research-based, best teaching practices and methods that Academy teachers will be expected to incorporate into their teaching.

Teachers will be provided with initial and ongoing professional development in the following areas:

- **Differentiated Instruction:** Teaching method and structure for providing small group instruction for students at their individual instructional level(s).
- **Multi-aged Classroom:** Philosophy, teaching strategies, and planning.
- **Professional Learning Communities:** Teachers working in collaborative groups to answer these four questions:
 - What do we want the students to learn (curriculum and standards)?
 - How will we know if they have learned it (formative and summative assessments)?
 - What will we do if they don't learn the standards (intervention methods and materials)?
 - What will we do if they have already mastered the standard (move to the next standard or provide enrichment opportunities)?
- **IB Programme Development Training:** Initial training for administration and head teachers; future training for all teaching staff.
- **CHAMPS:** Classroom management and discipline strategies and framework.
- ~~**Love and Logic:** A philosophy and method of working with students that promotes healthy parent/teacher and teacher/student relationships and positive school-wide discipline.~~
- **Anti-bully and Bully Prevention:** Annual training for all staff using research-based anti-bully/bully prevention techniques and providing teachers and staff with skills and practical steps to take in responding to bullying, promoting the importance of building strong relationships within the classroom, and creating an environment of respectful diversity.

Evaluating Administrators

Idaho has adopted the Interstate School Leaders Licensure Consortium (ISLLC) standards for administrators. The Board of Directors will complete the evaluation. The Academy's administrators will be evaluated based on these standards, which are divided into 14 components, clustered into three domains:

Domain 1: School Climate

An educational leader promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

- **School Culture:** Principal Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.
- **Communication:** Principal Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future and the successes and challenges to all stakeholders.
- **Advocacy:** Principal Administrator advocates for education, the district and school, teachers, parents and students that engenders school support and involvement.

Domain 2: Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. In collaboration with others, an educational leader uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

- **Shared Leadership:** Principal Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents and cultivates professional growth.
- **Priority Management:** Principal Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational and community leadership priorities.
- **Transparency:** Principal Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.
- **Leadership Renewal:** Principal Administrator strives to continuously improve leadership skills through professional development, self-reflection and utilization of input from others.
- **Accountability:** Principal Administrator establishes high standards for professional, legal, ethical and fiscal accountability of self and others.

Domain 3: Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

- **Innovation:** Principal Administrator seeks and implements innovative and effective solutions that comply with general and special education law.
- **Instructional Vision:** Principal Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

- **High Expectations:** Principal Administrator sets high expectations for all students academically, behaviorally and in all aspects of student well-being.
- **Continuous Improvement of Instruction:** Principal Administrator has proof of proficiency in assessing teacher performance based upon the Danielson “Framework for Teaching.”
- **Aligns Resources:** Principal Administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.
- **Evaluation:** Principal Administrator uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness.
- **Recruitment and Retention:** Principal Administrator recruits and maintains a high-quality staff.

Administrators are required to obtain proof of proficiency in conducting teacher evaluations.

Alturas International Academy Administrator Evaluation and Development Process Calendar			
Timeline	Activity	Supervisor Steps	Administrator Steps
Prior to the start of school	Beginning of the Year Conference	<ul style="list-style-type: none"> • Pre-conference may be done at the end of the previous school year or before the new school year begins: <ul style="list-style-type: none"> ○ Review previous student growth measures. ○ Be prepared to discuss student growth measures for upcoming year. ○ Review Evaluation Calendar and evaluation documents with administrator. ○ Schedule Beginning of the Year Conference with administrator. • Be prepared to discuss parental/guardian input. • Review administrator/school’s previous year’s student achievement data. • Determine if other items will be used when measuring effectiveness. • Conduct Beginning of the Year Conference with administrator • Schedule school walk-through 	<ul style="list-style-type: none"> • Administrator sets professional growth goals and creates a professional growth plan. • Administrators send their Professional Growth Plan to the Chair of the Board at least 48 hours (2 school days) before the Beginning of the Year Conference so that he/she has time to review it. • During the Beginning of the Year Conference, the administrator and evaluator will review the Professional Growth Goals in the Professional Growth Plan. • Administrator must review and be prepared to discuss student achievement data and parental/guardian input.
August–December	Ongoing conversations based on multiple school visits, targeted development activities, and other information.		
December–February	Mid-Year Conference with Evaluator	<ul style="list-style-type: none"> • Review administrator Professional Growth Plan. • Conduct Mid-Year Conference 	<ul style="list-style-type: none"> • Discuss Professional Growth Plan. • Receive feedback on performance.

		<ul style="list-style-type: none"> ○ Provide feedback on Professional Growth Plan. ● Within 5–7 days of observation, the administrator should receive written feedback. 	<ul style="list-style-type: none"> ● Professional Growth Plan may be adjusted during this conference if the goals are not ambitious enough, unrealistically ambitious, or not yielding the desired outcomes. ● Depending on individual development needs and new data, the Professional Growth Plan can be revisited and adjusted more frequently.
March–May	Ongoing conversations based on multiple school visits, targeted development activities, and other information. All contract personnel shall be evaluated at least once annually. An annual evaluation (Section 33-514 and 33-515) shall include, at a minimum, 2 formative observations and/or evaluative discussions.		
By the end of the year	End of Year Conference	<ul style="list-style-type: none"> ● Conduct End of Year Conference. ● Discuss Professional Growth Plan. ● Provide feedback on performance for entire year. ● The evaluator will assign a final effectiveness rating for the year. The four effectiveness ratings are: (1) Unsatisfactory, (2) Basic, (3) Proficient, (4) Distinguished ● Within 5–7 days of the observation, the administrator should receive written feedback. ● Provide avenue for administrator to respond to written feedback if desired. 	<ul style="list-style-type: none"> ● Discuss Professional Growth Plan. ● The administrator and evaluator will reflect on the extent to which the Professional Growth Goals have been met. They will determine areas to target for the coming year based upon the current year’s evaluation results. ● Be prepared to discuss parental/guardian input and student achievement, included within the evaluation. ● Administrator may respond to written feedback.
<p>If an administrator’s performance is deemed below expectation, the administrator will be placed on probation. With the administrator’s input and guidance from the Board of Directors, a performance improvement plan will be developed. The administrator will be guided and mentored according to the plan. Upon completion of the performance improvement plan, the administrator will either be removed from probation, continue probationary status, or will be terminated in accordance with Idaho employment laws. The performance improvement plan will be adjusted as necessary throughout the probationary period.</p>			

The IB programme is built on the foundation that everyone involved in the school- teachers, staff, students, parents and the board - are a community of learners and leaders. It is everyone’s job at the Academy to empower one another and themselves to think critically, self-reflect, and continuously improve. The leadership team will consist of the Administrator, IB Coordinator, and Lead Teacher.

Teachers will be supported, not only through professional development through the IB, but on a daily basis as members of the leadership team are in classrooms daily supporting small group instruction and teachers’ unique concerns about their instruction and classroom management. This leadership team will give helpful feedback to teachers to improve classroom management and academic learning.

A teacher will also be evaluated by a student's growth rather than grade level expectations, and therefore the analyzing of data and support in small group instruction is imperative. The lead teacher's classroom will be a model classroom for teachers to explore and reflect as they observe instruction that is essential to a student's achievement and success. Collaboration on a daily basis will help teachers make sense of realities that they face and provide the support they need to be successful. Teachers must feel confident they can express concerns and doubts, and support and resources will be given to them to help them succeed. Collaboration in writing curriculum is essential in the IB programme and teachers will share their unique talents and gifts so the community mutually benefits and has a wealth of knowledge and support.

The entire staff will work as a team to support teachers, students, and the leadership team in a safe environment to build a community of lifelong learners.

- **THERE IS A TEAM OF LEADERS:** A leadership team with unique skills and viewpoints will drive the vision of the Academy and empower everyone at to work toward and improve that vision.
- **THE HIERARCHY IS A HILL, NOT A MOUNTAIN:** Everyone at the Academy will be empowered to share ideas and lead projects because the combined knowledge and ideas of everyone makes a better and stronger organization.
- **THERE IS A STRONG FEEDBACK LOOP BECAUSE EVERYONE HAS SOMETHING TO LEARN:** Teachers will evaluate the administration and the administration will evaluate the teachers. Both evaluations have equal merit. Being evaluated by people you report to is important, but some of the best learning experiences are when people who report to you tell you what kind of administrator you are. Also, the students will evaluate their instruction. Such questions as: What was the best things you've learned this year? How did your teacher give your personal attention? How supportive were your classmates in group projects? How often did you feel bored or frustrated in class? Parents will also evaluate their child's school experience. Student evaluations are a powerful tool for measuring teacher effectiveness. Students understand good teaching when they see it. These evaluations will be a valuable resource for teachers to understand the effectiveness of their instruction.

Transfer Rights

The Academy will be its own Local Education Agency (LEA). No employee transfer rights apply between the Academy and any other school district.

Employee Benefits

It is the intent of the Academy to offer competitive wages and benefits so that it can recruit and retain talented employees. All employees who currently are members of PERSI will continue their participation. All new employees that are eligible for PERSI will become members of PERSI.

All employees will contribute to the federal Social Security system. The Academy will make all employer contributions as required by PERSI and federal Social Security.

In addition, the Academy will also pay for worker's compensation insurance, unemployment insurance and any other payroll obligations of an employer as required by Idaho Code 33-1279. The Academy will also allow for accumulation of sick leave as allowed by Idaho Code 33-1217.

The Board will provide health insurance and may establish other benefits. The Board will develop a process to ensure that all eligible employees are enrolled in one of the Academy's health insurance plans.

Collective Bargaining

The staff at the Academy will be considered a separate unit for purposes of collective bargaining.

Contracts

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

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

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

Health and Safety

The Academy is committed to maintaining a safe and healthy environment for all of its students, teachers, and staff. The Academy will meet or exceed all requirements for health, accessibility, safety, fire, and building codes, including but not limited to, the following:

- The building will pass fire and safety inspections according to the guidelines for all public schools.
- Fire drills shall be held within the first week of the school year and then at least one time each month that school is in session, pursuant to the State of Idaho General Safety and Health Standards (IGSHS). Evacuation and active shooter drills will be conducted periodically throughout the school year.
- Evacuation maps will be posted throughout the building near the exit to each room.
- Visitors and volunteers will be required to check in and check out through the main office.
- Any student who must leave early must check out in the office and be signed out by a parent/guardian or a responsible adult listed on the student's records. A certified health professional will be hired once the Academy enrollment reaches the threshold where one is required.

- The Academy will hold health records highlighting any chronic health issues, which will be made available during emergencies.
- Students attending the Academy will be required to be current with all immunizations and must furnish their immunization record, or students must present a certificate or statement that will be kept in their file that for medical, personal, or religious reasons, the student will not be immunized.
- Emergency contact information will be held for each student.
- All employees will need to pass a criminal history background check.
- The Academy is committed to providing an environment free of bullying, harassment, discrimination, illicit drugs, and weapons.
- In order to maintain a quality educational atmosphere, preserve discipline and good order, and promote the safety and security of students and employees, all school property, including but not limited to, buildings, equipment, buses, grounds, and other physical settings and equipment of the Academy will be under the direct jurisdiction and exclusive control of the Board of Directors and will be subject to search by members of the administrative staff. Therefore, students will be advised that it is the policy of the Academy that members of the administrative staff will have the authority to search student desks and all other school property over which the school has control at any time, without student consent and without a search warrant. Members of the administrative staff will also have the authority to search the personal property of students, when reasonable under the circumstances. This authority to search school property, or personal property of the student when appropriate, will be extended to members of the teaching staff who accompany students on out-of-town activities for school-related purposes at school expense.

Bullying and Harassment

Alturas International Academy defines bullying as a pattern of aggressive, intentional or deliberately hostile behavior that occurs repeatedly and over time. Bullying behaviors normally fall into three categories, physical, emotional, and verbal; and may include, but are not limited to, intimidation, assault; extortion; oral or written threats; teasing; putdowns; name-calling; threatening looks; gestures, or actions; rumors; false accusations; hazing, social isolation, relationship abuse, sexual assault and cyber-bullying.

- **Cyber Bullying:** Alturas International Academy defines cyber bullying as bullying through the use of technology or any electronic communication. This includes, but is not limited to, electronic mail, internet communications, instant messaging, posting on social networking sites, or facsimile communications. Cyber-bullying includes creating a web page or blog in which the creator assumes the identify of another person, the knowing impersonation of another person as the author of posted content or messages, or the distribution by electronic means or communication of messages that meets the definition of bullying above, whether distributed directly or creating a posting that may be accessed by one or more persons. Since most cyberbullying takes place off school grounds, in order for the school to intervene and discipline, the administrator is going to need to make the determination that

the cyberbullying has adversely affected the educational environment and that, because of the cyberbullying, there is an imminent threat to the safety of a student or to the school learning environment.

- **Relationship Abuse** is defined as the use of physical, sexual, verbal, emotional, or technological abuse by a person to harm, threaten, intimidate, or control another person in a relationship of a romantic or intimate nature, regardless of whether that relationship is continuing or has concluded or the number of interactions between the individuals involved.

Sexual Assault is defined as any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts otherwise directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim.

All bullying/harassment behaviors are unacceptable. Alturas International Academy will provide staff with bully/harassment prevention training annually. Students will be provided with ongoing bully/harassment prevention instruction.

Complaint/Investigative Procedure

All members of the Alturas International Academy community have the right and responsibility to report incidents of concern regarding negative social behaviors including harassment, bullying, relationship abuse and sexual assault so that together we can maintain a safe environment for all and practice the skills necessary for positive relationships within the community. School administration and teachers are not always present to witness incidents, and therefore can only intervene when they are informed.

Students shall be informed of their right to protection against bullying/harassment behaviors and the right to file a complaint if they believe they have been the victim of bullying/harassment behavior. The administrator is responsible for investigating each complaint, determining if the complaint is legitimate in accordance with the above definitions, and taking appropriate corrective action. Any student (be they the victim or the bystander) may initiate a complaint by completing a confidential reporting form and returning it to their teacher or the office. These forms will be available in each class and in the office.

Parents are encouraged to report directly to faculty or administration their concerns about any bullying/harassment behaviors. Parents can share their concerns verbally or in writing, but they are encouraged to complete a confidential reporting form.

Teachers and Staff will report to the school's administration all bullying concerns and incidents that come to their attention through either direct observation or reports from others. All reports that teachers share with the administration will be documented on a bullying/harassment concern report form.

School Administration can also initiate a process to address an observed concern or incident. Depending on the concern, their report may be shared with the classroom teacher of the student(s) involved. All administration initiated reports will be documented on a bullying/harassment concern report form. School Administration will maintain records of all reports filed during the school year.

Intervention/Consequences

Reports of bullying/harassment are taken seriously and shall be dealt with quickly and

effectively. After a thorough investigation, if a student is found guilty of bullying/harassment behavior the consequences shall depend on both the results of the investigation and the severity of the incident. Consequences will include a parent conference and may include but are not limited to the following:

- Mediation
- Removal from activity or class
- Loss of privilege
- Counseling
- Referral to the Behavior Intervention Team
- Suspension
- Expulsion
- Referral to local law enforcement agency

Suicide Prevention

Protecting the health and well-being of all students is of utmost importance to the Academy. The Board will adopt a suicide prevention policy that will help protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, ~~using~~ support systems, and seeking help for themselves and friends. This will occur as part of the health curriculum.
2. The school counselor will serve as a suicide prevention coordinator and as a point of contact for students in crisis and to refer students to appropriate resources.
3. When a student is identified as being at risk, they will be assessed by the school counselor who will work with the student and his or her family to help connect them to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as:
 - The National Suicide Prevention Lifeline: 1.800.273.8255 (TALK), www.suicidepreventionlifeline.org
 - The Trevor Lifeline: 1.866.488.7386, www.thetrevorproject.org
5. When a student is identified by a staff person as potentially suicidal (i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers), the student will be seen by the school counselor within the same school day to assess risk and facilitate referral. If the counselor is not available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

For Youth At Risk

1. School staff will continuously supervise the student to ensure their safety.

2. The Principal Administrator and counselor will be made aware of the situation as soon as reasonably possible.
3. The counselor or Principal Administrator will contact the student's parent or guardian and will assist the family with urgent referral if necessary.
 - When appropriate, this may include calling emergency services or bringing the student to the local emergency department, but in most cases, this will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
4. Staff will ask the student's parent or guardian to complete an Exchange of Information form to discuss the student's health with outside care, if appropriate.

Re-Entering School

For students returning to school after a mental health crisis (e.g., a suicide attempt or psychiatric hospitalization), the school counselor and the Principal Administrator or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

1. The school counselor or other designee will be notified to coordinate with the student, his or her parent or guardian, and any outside mental health care providers.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that he or she is no longer a danger to him/herself or others.
3. The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

Technology/Network Acceptable Use Policy

Parents with students with accounts on the school's technology/network service will be required to read and sign the Technology/Network Acceptable Use Policy.

School account holders will be expected to act in a responsible, ethical, and legal manner, in accordance with purposes of the networks they use and the laws of Idaho and the United States. Using the network is a privilege, not a right, and the privilege may be revoked at any time for unacceptable conduct.

Unacceptable Conduct: Includes, but is not limited to, the following:

- Using the network for any illegal activity, including violation of copyright or other contracts.
- Using the network for financial or commercial gain.
- Degrading or disrupting equipment or system performance.
- Vandalizing the data of another user.

- Wastefully using finite resources.
- Gaining unauthorized access to resources or entities.
- Willfully and knowingly accessing pornographic or other inappropriate sites.
- Invading the privacy of individuals.
- Using an account owned by another user without authorization.
- Posting personal communications without the author's consent.
- Posting anonymous messages.
- Placing of unlawful or unlicensed information on a system.
- Using abusive or otherwise objectionable language in either public or private messages.
- Sending of messages that are likely to result in the loss of recipients' work or systems.
- Sending of chain letters or broadcast messages to lists or individuals, or any other type of use, that would cause congestion of the networks or otherwise interfere with the work of others.

Network Etiquette:

- Be polite.
- Use appropriate language.
- Do not reveal personal address or phone number or that of another student.
 - Immediately report any unsolicited requests for personal information to the supervising teacher. The teacher will report this incident to administration.
- Electronic mail (email) is not guaranteed to be private. People who operate the system do have access to all email.
- Do not use the network in such a way that would disrupt the use of the network by other users.

Security

Security on any computer is a high priority. Students will be directed to notify the supervising teacher of any security breach, and the teacher will report it to administration. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

Disciplinary Procedures

The Academy will use the Positive Behavior Interventions and Supports framework, which is an evidence-based framework developed to assist school teams in providing preventative, positive behavioral support for all students. This system of support includes:

- Clearly defined behavioral expectations
- Social and behavioral skills instruction
- Positive and proactive discipline
- Active supervision and monitoring
- Positive acknowledgement
- Data-based decision making

~~This system will be conducted in accordance with the philosophy of “Love and Logic,” where students will be taught what they did wrong in an open, honest dialogue without shame. Students exhibiting disruptive behavior will face disciplinary action, which may include suspension. Disruptive behavior includes, but is not limited to, fighting, gambling, hazing, insubordination, habitual tardiness, possession of controlled substances, unsafe behavior, cyber bullying, and scholastic dishonesty.~~

When staff report back to work after summer break, prior to school beginning each year, the Leadership Team will review with staff the expectations of student behavior and disciplinary procedures.

At the beginning of each school year, the Leadership Team will review with students the Academy’s expectations of student behavior and disciplinary procedures.

These reviews will include material contained in the handbook as well as any other information that may be pertinent. These reviews will constitute the basis to refresh/inform staff and students of policies and procedures, and should they fail to adhere to them, disciplinary action that will occur.

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

- Student conference with the Administrator.
- Loss of privileges
- Detention (lunch hour or before or after school)
- Phone call to parent
- Letter sent to the parent
- Student and parent conference with Administrator
- Suspension from extracurricular activities
- In-school suspension
- Out-of-school suspension

Procedure by Which Students Can Be Suspended, Expelled, and Re-Enrolled

The Academy’s student handbook outlines a “code of conduct” including expectations and consequences for unacceptable behavior. Suspension or expulsion will be considered only as the final option in a series of efforts to avoid such measures, including but not limited to the following steps, not necessarily in chronological order. The Academy will make every effort to match the consequence to the action.

1. Parent/Guardian notification by Teacher/Staff (written and/or verbal).
2. Parent/Guardian notification by Teacher/Staff/ Administrator ~~Principal~~ (written and/or verbal) and possible Parent/Teacher/ Administrator ~~Principal~~ conference.
3. Possible suspension; prior to suspension, if needed, the ~~Principal~~ Administrator shall grant an informal hearing on the reasons for the suspension and provide an opportunity to

challenge those reasons. The student's suspension is not to exceed five school days in length.

4. Before a student may be readmitted to regular attendance, the student, parent, and principal administrator or designee shall meet and evaluate the incident to determine if the prospective student possesses any danger or harm to any students, faculty or property. If it is determined that there is not risk of danger or harm to students, faculty or property the administrator principal or designee will reenroll the student based upon a behavioral plan individually created to address the specific disciplinary and safety issues of the student. Should the administrator principal or designee find that the reenrollment of the student could cause harm to the students, faculty or property which in the judgment of the administrator principal or designee cannot be addressed through a behavioral or safety plan, the Board of Directors has authorized the administrator principal to ~~deny~~ extend the suspension up to 10 additional days. ~~of suspension.~~

Upon completion of the suspension, should a student remain a threat of harm to the students, faculty or property of the Academy, the student may be denied reenrollment and may be referred to the Board of Directors for further disciplinary action up to and including expulsion.

5. Expulsion processes will follow Idaho code 33-205 and will not be recommended unless all other disciplinary resources and processes have been exhausted. The recommendation for expulsion will be reported to the Board of Directors by the administrator principal. An expulsion hearing will be held to determine the student's placement. Parent/Guardian(s) of the student will be provided written notice to the hearing stating time, date, location and cause for the hearing.
6. Expulsion (Idaho code 33-205) by the Academy's Board of Directors will be done by written notice to the Parent/Guardian of the pupil stating the grounds for expulsion and the time and place where the Parent/Guardian may appear to contest the action of the Board. Length of expulsion to be determined by school's Board of Directors.
7. When a student who has been expelled from another school seeks to become enrolled at the Academy, the Administrative team shall communicate with the prospective student's parent(s) or guardian(s) and the student's former school district to determine the basis for the student's expulsion as well as the student's general disciplinary record. Thereafter, the administrative team shall evaluate whether or not the prospective enrollee poses any risk of danger or harm to students, faculty or property of the Academy. If it is determined that there is no risk of danger or harm to students, faculty or property of the Academy, the Academy can provide an education to the student.

The Board of Directors has authorized the Administration to enroll the student, based upon a behavioral plan individually created to address the specific disciplinary issues for the student. Should the Administration determine that enrollment of the student would pose a danger to other students, faculty or property which cannot, in the judgment of the administrative team, be addressed through a behavioral plan, the Board of Directors has authorized the Administration to provisionally deny enrollment into the Academy. Should a

student be provisionally denied enrollment due to prior school expulsion, the student will be advised of a right to a hearing before the Board of Directors to contest this decision.

8. A student who has been expelled may appeal to the Board of Directors and petition for reinstatement in school. The Board of Directors will make a recommendation for reinstatement. If the Board of Directors recommends "not to reinstate," the student may petition the Board for a hearing to contest the decision.

Using Alcohol or Under the Influence of Controlled Substances

1. First Offense for Use or Possession (~~K-12~~) (All Grades)
 - Parent or guardian will be contacted.
 - Student will be suspended for 5 days.
 - Suspension may be modified if the student participates in and follows the recommendations of an assessment by a certified drug/alcohol agency. A release of information would also be required.
 - Law enforcement agency shall be contacted.
 - If the student does not complete the recommendations of the assessment, then the remainder of the five-day suspension will go into effect.
2. Second Offense for Use or Possession (~~K-12~~) (All Grades)
 - Parent or guardian will be contacted.
 - Board of Directors may be petitioned for expulsion of student.
 - Law enforcement agency shall be contacted.
 - Child Protection Services (CPS) may be contacted.
3. Third Offense for Use or Possession (~~K-12~~) (All Grades)
 - Parent or guardian will be contacted.
 - The student shall be suspended and the Board of Directors will be petitioned for the expulsion of the student.
 - Law enforcement agency shall be contacted.
 - Child Protection Services (CPS) will be contacted.
4. First Offense for Selling or Delivering (~~K-12~~) (All Grades)
 - Parent or guardian will be contacted.
 - Law enforcement agency shall be contacted.
 - The student will be suspended and the Board of Directors will be petitioned for the expulsion of the student.
 - CPS may be contacted.

Contacting Law Enforcement and a Student's Parents

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

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

The policy will be included in the student handbook and on the Academy's website.

Tab 7 – Admissions, Discipline, Student Policies

Enrollment

Anticipated class size will be ~~25 and not to exceed 28~~ not exceed 29 students per classroom. Classes will be multi-age, multi-grade as defined in the academic program. Enrollment capacity is listed through the 2020-2021 academic year.

Annually, prior to the enrollment opportunity dates, the Board of Directors will evaluate and determine the number of spots per grade to best enhance the progression of the multi-age classrooms.

Our enrollment table reads as follows:

Column 1: Years of operation.

Column 2: Total enrollment for the Academy for each school year.

Column 3: Total kindergarten enrollment including how many classes, and how many students. ~~and how many students per classroom.~~

Column 4: Total first through third grade enrollment including how many classes, and how many students. ~~for each grade and how many students per classroom.~~

Column 5: Total fourth through sixth grade enrollment including how many classes, and how many students. ~~for each grade and how many students per classroom.~~

Column 6: Total seventh grade and eighth grade enrollment including how many classes and how many students for each grade.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Year	Total Enrollment	Kindergarten	1 st -3 rd Multi-grade Classroom	4 th -6 th Multi-grade Classroom	7 th -8 th Multi-grade Classroom
Year 1 2016/2017	250 Students	2 Classes 36 Students 18 per classroom	4 Classes 106 Students 26.5 per classroom	4 Classes 108 Students 27 per classroom	0 Classes 0 Students
		36 – K	36 – 1 st 35 – 2 nd 35 – 3 rd	36 – 4 th 36 – 5 th 36 – 6 th	0 – 7 th 0 – 8 th
Year 2 2017/2018	330 Students	2 Classes 42 Students 21 per classroom	5 Classes 119 Students 23.8 per classroom	5 Classes 119 Students 23.8 per classroom	2 Classes 50 Students 25 per classroom
		42 – K	39 – 1 st 40 – 2 nd 40 – 3 rd	39 – 4 th 40 – 5 th 40 – 6 th	40 – 7 th 10 – 8 th
Year 3 2018/2019	403 Students	2 Classes 48 Students 24 per classroom	5 Classes 125 Students 25 per classroom	5 Classes 125 Students 25 per classroom	4 Classes 105 Students 26.25 per classroom
		48 – K	43 – 1 st 41 – 2 nd 41 – 3 rd	41 – 4 th 42 – 5 th 42 – 6 th	50 – 7 th 55 – 8 th
Year 4 2019/2020	452 Students	3 Classes 60 Students 20 per classroom	6 Classes 142 Students 23.67 per classroom	5 Classes 135 Students 27 per classroom	4 Classes 115 Students 28.75 per classroom
		60 – K	52 – 1 st 45 – 2 nd 45 – 3 rd	45 – 4 th 45 – 5 th 45 – 6 th	55 – 7 th 60 – 8 th
Year 5 2020/2021	509 Students	3 Classes 72 Students 24 per classroom	7 Classes 168 Students 24 per classroom	6 Classes 144 Students 24 per classroom	5 Classes 125 Students 25 per class
		72 – K	63 – 1 st 55 – 2 nd 50 – 3 rd	48 – 4 th 48 – 5 th 48 – 6 th	60 – 7 th 65 – 8 th

Admissions Procedures

The Academy shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to the Academy for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated. The enrollment window and deadline will be established by the Board of Directors each January for the upcoming school year.

Returning students will not need to fill out new applications each year but will need to sign a “commitment to return” form by the enrollment deadline to secure their spot for the next school year.

Admissions Preferences

If the initial capacity of the Academy is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to the Academy. The Academy will follow Idaho Code Section 33-502 (j) and utilize an equitable selection process as outlined in IDAPA 08.02.04.203.07 or another method that is approved by the authorizer.

Admission Preferences for First Year

First Priority: Applicants who are children of the Academy’s full-time employees or children of the Academy’s Founders, not to exceed 10% of total enrollment thereafter.

Second Priority: Applicants who are siblings of pupils already selected by the lottery. ~~or other random method.~~

Third Priority: Applicants who reside within the Academy’s primary area of attendance. The primary attendance area will be Idaho Falls School District 91, Bonneville District 93, and Shelley Joint School District No. 60.

Fourth Priority: Applicants who reside outside of the Academy’s primary area of attendance.

Admission Preferences for Subsequent Years

First Priority: Students returning to the Academy in the second or any subsequent year of operation. Returning students are automatically enrolled in the appropriate grade and do not need to be selected by lottery.

Second Priority: Children of the Academy’s Founders and full-time employees, provided that this admission preference is not more than 10% of the capacity.

Third Priority: Siblings of students already enrolled in and attending the Academy.

Fourth Priority: Prospective students residing in the primary attendance area of the Academy.

Fifth Priority: Prospective students residing outside of the primary attendance area of the Academy.

The Academy will be open to all students on a space-available basis. No student will be denied admission based on race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs. No out-of-state students will be enrolled.

Lottery Process

A lottery will be conducted per grade. Once the lottery and enrollment are complete, admitted students will then be assigned to their specific multi-age/multi-grade classroom.

Waiting Lists

Once the equitable selection process is conducted each year, waiting lists for each grade will be developed. Students will be placed on the list according to the order they were drawn for each priority group. These lists will be used to fill available spots until the next equitable selection process is conducted. If a student does not accept an offer for enrollment or a parent does not respond to the offer by the date designated in the offer, the student's name will be removed from the list and the next eligible student will be offered the seat.

Any written requests for admission received after the lottery has been conducted will be added to the bottom of the waiting list for the appropriate grade and preference group.

Waiting lists will not carry over from one year to the next.

Notification of Acceptance

The Academy will comply with the Idaho State Board of Education's rules governing public charter schools (IDAPA 08.02.04) for the notification and acceptance process.

Within three days after conducting the selection process, the Academy shall notify the students selected for admission to the Academy by email or phone call.

Admission emails, phone calls, and postings will be accompanied with enrollment information to be completed by the admitted student's parent or guardian and returned to the Academy by the date designated in the materials. If a parent or guardian of the admitted student declines admission or fails to return the signature form for acceptance by the date designated, then the name of the student will be deleted from the final selection list, and the seat that opens in that grade will be made available to the next eligible student on the waiting list.

Within five days after conducting the selection process, the Academy shall notify the students who were not admitted but put on the waiting list by mail. The notification will explain that the prospective student has been placed on a waiting list and may be eligible for admission at a later date if a seat becomes available during the upcoming school year.

If a student withdraws from the Academy during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the waiting list.

Public School Attendance Alternative

Since a charter school is a public school and the Academy is a new entity, not a conversion, the attendance alternative would be the same as for all students in a public school district. The children located within the attendance area of the authorizing district will have the choice to enroll in or seek admission to other educational entities, be they public, private, virtual or other.

Notification of Enrollment Opportunities

In accordance with IDAPA 08.02.02.203.02, the Academy will ensure that the public notification process of enrollment opportunities will include the dissemination of enrollment information at least three months in advance of the enrollment deadline established by the Academy each year. The information will be posted in highly visible and prominent locations within the attendance area of the Academy as well as on the Academy's website.

In addition, the Academy will ensure that the process includes the dissemination of press releases or public service announcements in both English and Spanish (as these are the two predominate languages spoken in our primary attendance area) to media outlets such as television, radio, and newspapers that broadcast within or disseminate printed publications within the area of attendance of the Academy. The Academy will ensure that these announcements are broadcast or published by such media outlets on at least three occasions, beginning no later than 14 days prior to the enrollment deadline each year.

In addition, the Academy will work with culturally-based organizations in the enrollment area to reach Hispanic families and families living in underserved areas to ensure that they have knowledge of the Academy and have access to clear information on how their child can apply for enrollment. Working with culturally-based organizations will ensure a trusted, known messenger and community member to convey information to these families.

Enrollment information shall advise that all prospective students will be given the opportunity to enroll in the public charter school regardless of race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, age, social or economic status, disability, or special needs.

Denial of Attendance

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

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

Student/Parent Handbook

In order to ensure that both parents and students understand the expectations for students at the Academy, parents will receive a student/parent handbook. Student/parent handbooks will be available on the school's website. A hard copy of the handbook is available upon request for admitted students.

The student/parent handbook will be reviewed and updated annually. The handbook will be finalized each year prior to the admission process and will be a joint effort between the administrative staff, parents, and Board of Directors. Once a student is admitted to the Academy, a deadline will be set where students and their parents/guardians will be required to return a signature form stating they have received and understand the contents within the student/parent handbook.

See [Appendix Q](#) for a DRAFT of the student/parent handbook.

Tab 8 – Business Plan, Transportation, and School Lunch

Business Description

The Academy is organized exclusively for charitable, educational, and scientific purposes as contemplated in Section 501(c)(3) of the Internal Revenue Code. More specifically, the Academy is organized to operate a public charter school utilizing the International Baccalaureate® Programmes (IB) to provide the students of Southeast Idaho with an option and opportunity that is not currently available in the region. (See [Appendix A: Articles of Incorporation](#)) Focused on developing inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect, the IB Programme strives to: (1) incorporate best practices from a broad range of curricula; (2) encourage students to think critically and learn how to learn, giving them ownership in their educational process; and (3) encourage students to consider their place not only in their community, but in the international community as well. (Please see detailed description of the Academy in Tabs 1 and 2)

Upon opening, the Academy will serve grades K–6 with intentions of expanding to include grades ~~7 and 8~~ K–12 through a progressive expansion plan. The school will be physically located within the boundaries of Idaho Falls School District 91 and will primarily serve students residing within Idaho Falls School District 91, Bonneville School District 93, and Shelley Joint School District 60.

The objective of the Academy is to develop students who are prepared to live, work, and positively contribute in a global, modern, and rapidly evolving community. Extracurricular programs will be developed to meet the needs of the student body. The distinguishing characteristic of the Academy, however, is the rigorous academic curriculum utilizing the IB framework, an opportunity that is otherwise unavailable in the communities to be served by the Academy.

The Academy will remain viable year to year based on sound management practices, strong leadership, and representation of all levels of the Academy community. The Academy will emphasize the recruitment, training, and retention of highly qualified and committed faculty and staff to ensure long-term sustainability.

The Academy will report directly to the Authorized Chartering Entity.

Marketing Plan

Market Analysis

The Academy will serve the Idaho Falls Metropolitan Statistical Area and portions of the Blackfoot Micropolitan Statistical Area. The high school and college graduation averages within this region exceed statewide averages, and education is a community priority. The Academy will provide an opportunity to families within the region to pursue a rigorous academic course. The Academy will serve a student population interested in a school choice of global education and foreign language. Students may come from multi-lingual families or from families with an understanding and vision of the importance of a global community.

Competitive Analysis

There are no schools that provide the IB curriculum within the region to be served. The closest schools offering this challenging and enriching opportunity are located outside the state in Utah. Within Idaho, a private school, Riverstone International School, and two public charter schools, Sage International, and Northstar, provide IB opportunities in the Boise Valley. Spanish/English dual-language programs are not offered within the primary attendance area of the Academy. Districts 91, 93, and 60 offer Advanced Placement (AP) coursework at the high school level, which affords students an academically rigorous opportunity, but AP and IB courses are markedly different. The AP program offers curriculum representing college courses, allowing students to enroll in AP courses of interest. The IB Programme combines rigorous academic content with a focus on the development of critical thinking and global awareness. IB also offers an integrated, multi-year, cross-disciplinary program.

Marketing Strategy

Working together, the Board and Administration will distribute information about the Academy, including announcements regarding registration and lottery, using varied media resources including traditional public media and grass-roots social media campaigns. The marketing campaign will emphasize an aggressive social media and public open house presence providing maximum exposure to specifically identifiable individuals allowing for subsequent follow up with those individuals. This emphasis on social media and personal contact will enable the Academy to take advantage of peer recommendation over advertising, a marketing strategy that has been demonstrated to be five (5) times more effective than traditional advertising media.

In addition, the marketing campaign will utilize more traditional marketing media including television, radio and print media and will specifically include advertising in the foreign language media, print and radio, available in the community to ensure information reaches the broadest and most demographically diverse population possible. Emphasizing learning within a global community, it is important for the Academy to maximize the diversity of its enrollment and it will comply with all State and Federal laws addressing diversity in the academic setting. It is the aim of the Academy to reach a large cross-section of the community in an effort to have a school rich with ethnic diversity and cultural balance.

In order to gauge interest, limited social media and grass roots marketing efforts are already underway including a presence on Facebook and several informational open houses conducted both to inform and to obtain information. It was through such meetings that the need and desire for the IB Programme within the region was identified. The practices employed in these efforts will continue to be implemented in the ongoing marketing efforts. Specifically, Facebook and other social media will be utilized to disseminate information in an open forum and to identify individuals with a potential interest in the Academy. Also, organizers will continue to collect email and other contact information for attendees at open houses in order to be able to disseminate information directly to those who have expressed an interest. Limited marketing efforts to date have generated modest interest including an electronic mailing list of more than 50 unique email accounts and a Facebook presence with 128 405 “likes” and content has reached over 1200 viewers. Those individuals who have provided email addresses are provided with periodic updates regarding the status of the Academy’s charter petition and are encouraged to share information with friends to further increase interest through word-of-mouth peer recommendations. A current list of interested families is included as [Appendix P](#). It is anticipated that a more aggressive effort to employ this social media and grass roots effort upon approval of the Academy’s charter will rapidly generate more interest within the community.

As families with lower-incomes, including those of Hispanic heritage, may be less likely to have access to the internet and therefore less likely to hear about the Academy through social media, online media and traditional media, the Academy will partner with culturally-based organizations and social service nonprofits to assist in targeted information campaigns to Hispanic and low-income households about The Academy.

Management Plan

Form of School Organization

The Academy is formally organized as a non-profit corporation pursuant to the Idaho Nonprofit Corporation Act, Idaho Code 30-3-1 et seq., and will be operated in accordance with the requirements of that act. The Academy is organized to operate a public charter school in Idaho and will be operated in accordance with the Idaho Public Charter Schools Act and other laws applicable to the operation of Idaho public entities.

Board of Directors

The business and affairs of the Academy will be managed by its Board of Directors, which shall consist of no fewer than five (5) and no more than nine (9) members. The Board of Directors will conduct its business at an annual meeting conducted on the 2nd Thursday in June or at such other time as determined by the Board of Directors, during which the Board of Directors will review annual programmatic and fiscal audits, and at monthly meetings conducted on the 2nd Thursday of each month. The Board of Directors will conduct its business transparently with all meetings being conducted in accordance with the requirements of Idaho law, including those laws applicable to open meeting requirements.

The Board of Directors will elect, from its membership, at least the following officers who shall have the responsibilities indicated:

- **President:** The President, subject to the control and oversight of the Board of Directors, shall in general supervise and control all of the business and affairs of the Academy and may sign, with other appropriate officers as designated by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments authorized by the Board of Directors.
- **Secretary:** The Secretary shall keep minutes of all proceedings of the Board of Directors; provide required notice of all meetings of the Board of Directors; have custody of the Academy's business records; maintain contact information for each member of the Board of Directors; and perform all other duties incident to the office of secretary as assigned by the President or the Board of Directors.
- **Treasurer:** The Treasurer shall have charge over and custody of all funds of the Academy; be responsible for receiving and providing receipts for funds due and payable to the Academy and ensuring those funds are deposited in the depositories selected by the Board of Directors; perform all other duties incident to the office of treasurer as assigned by the President or Board of Directors. To the extent deemed necessary by the Board of Directors, the Academy may engage the services of accounting and/or bookkeeping professionals assist the Treasurer in order to meet the needs of the Academy in monitoring financial performance and ensuring financial viability and success, including, if necessary, a permanent, part-time Chief Financial Officer to provide financial operations oversight for the Academy. Prior to beginning operations, but after approval of the charter, the Academy will

obtain and provide documentation of appropriate bonding for all personnel involved in the school's financial operations.

In addition to the required officers as outlined, the Board of Directors may elect, from its membership, as many vice-presidents and assistant secretaries or treasurers as deemed necessary by the Board of Directors.

The Board of Directors is responsible for financial and legal requirements of the Academy including the annual budget, expenditures and legal compliance with local, state and federal regulations. The President shall sign employment contracts and ensure compliance with state and federal regulatory agencies. The Board of Directors will have the responsibility to approve the selection of the school Administrator, who may not be one of its members. The Board also will be responsible for hearing, and approving or disapproving, the recommendations of the school Administrator with respect to changes in staffing, program, discipline or curriculum. The Board will, when necessary, adjudicate disagreements between parents and the administration.

Upon approval of a charter, the Board will develop a policy manual consistent with the Idaho School Board Association Model Policy Manual which shall include polices for: Instruction, Students, Community Relations, Personnel, Administration, Financial Management, Non-instructional Operations, School Facilities, and Philosophy. Board Policy will be made available to the public either as a hard or electronic copy or both.

The Board of Directors will serve as the liaison between the Academy and the Authorized Chartering Entity

Administrator/Organizational Structure

The Academy will employ an academic administrator (the Administrator) who holds an Administrator Certificate issued by the Idaho Department of Education. The Administrator will be hired by and serve at the pleasure of the Board of Directors and will report to the President.

Administrative services will be provided by the Administrator under the direction of and subject to the policies, plans and programs established by the Board of Directors. To the extent administrative services exceed the capabilities and capacities of the Administrator, the Board of Directors reserves the right to retain contracted professional services on an as needed basis.

The Administrator will be authorized, subject to budgetary limitations, to hire and supervise other administrative staff such as an office manager, receptionist, clerk, instructional aids, and/or bookkeeper. The Administrator will also be authorized to contract for required services including, but not limited to, transportation, special education, faculty training, equipment, supplies, and other budgeted expenses, subject to the limitation that all expenditures exceeding \$5,000.00 shall be subject to approval of the Board of Directors.

The Administrator shall chair a hiring committee responsible for the hiring of all certified professionals and shall have supervisory responsibility for all such professional employed by the Academy. The Academy will initially employ an administrator, ten (10) teachers and additional support staff. The Academy will add administrators, teachers and support staff as necessary to accommodate growth and as permitted by finances.

The Administrator shall ensure compliance with relevant professional codes and standards, oversee professional development, and perform annual performance reviews for all certified professionals.

The Administrator's performance shall be reviewed annually by the President under the direction of and with input from the Board of Directors.

Operations Plan

Pre-Opening Charter Application Year

Operation plans for the Academy for the coming year include the following tasks: (1) charter approval; (2) application for charter grants and pursuit of other funding opportunities including private donation; (3) public notification of charter approval and opportunities through various media outlets including traditional public media and grass-roots social media campaigns; (4) recruitment of students and staff; (5) establishing a firm facilities commitment and contract. (See Appendix M: Pre-Opening Timeline)

Academic Day to Day Operations

The Administrator of the Academy will have both the autonomy and accountability necessary to determine the day to day operations of the Academy subject to the policies, plans, and programs established by the Board of Directors.. The President will maintain oversight authority over the operations, but will not interfere unnecessarily in the Administrators day to day management.

The Administrator and the Board of Directors will work together to determine the school calendar, school schedule, and hours of operation in order to provide the required 900 hours of instruction.

Financial Plan

Financial Management

The Board of Directors will be responsible for the financial management of the Academy. The Board of Directors role in financial management will include:

- Establishment of operating and capital budgets;
- Monthly review of budget-to-actual financial performance providing for adequate oversight of financial performance and the opportunity to adjust expenditures as necessary to ensure operation within budget;
- Monthly review of cash flow projections;
- Establishment of internal financial policies consistent with the requirements of state law and Generally Accepted Accounting Principles to provide for adequate financial controls;
- Approval of all expenditures in excess of \$5,000.00 coupled with a monthly review of the Academy's general register to verify compliance with expenditure related policies established by the Board of Directors; and
- Engagement on an as needed basis as determined by the Board of Directors of accounting and/or bookkeeping professionals to meet the needs of the Academy in monitoring financial performance and ensuring financial viability and success.

The Academy will maintain all financial records in accordance with Generally Accepted Accounting Principles (GAAP) and will follow all requirements set forth by the Idaho State Department of Education.

Operating Budget

The Board of Directors will prepare and maintain a budget in accordance with the requirements set forth in Idaho Code § 33-801 and the rules promulgated by the Idaho State Board of Education. Projected budgets have been provided with the Academy's charter petition, but a final budget will be presented at a public hearing in June of 2016 prior to the opening of the Academy that fall. The budget will be delivered to the Idaho State Department of Education as required by law on or before July 15. Copies of the budget will be published publicly on the Academy's website. The budget will be prepared, approved and filed using the format approved by the Idaho Financial Accounting Reporting Management System (IFARMS).

Income Sources

The Academy will rely upon the following funding sources: (1) state allocation per pupil; (2) federal start-up grants; (3) private grants; (4) business partnerships; and (5) private donors. Signed commitments from private and corporate donors can be found as part of Appendix E. The Academy has generated community support currently totaling \$250,000. The Academy has been in regular contact with Terry Ryan (Bluum) who has expressed intent to provide financial support the first year, with increasing support and grant opportunities as a successful model is observed. See letter from Bluum as part of Appendix E. The Academy has continuing communication with Building Hope who, along with the Bank of Idaho, has shown high interest in purchasing OE Bell. Representatives from Building Hope in Salt Lake City have been to Idaho Falls for the purpose of visiting OE Bell. They intend to purchase OE Bell, which would be sub-leased back to The Academy at a very affordable rate (no more than a 4% cap) with options to grow into the space as enrollment at The Academy increases. The Academy has identified other potential sources for additional funding and will engage grant writing services to prepare proposals pending approval of the school by the authorizing chartering entity. Notes regarding Assumptions is attached as Appendix F.

Working Capital and Asset

The Academy has raised approximately \$200,000 in private donations and will rely upon those funds to fund Charter Application Year Operations as outlined above. The Academy does not anticipate having other working capital or assets until after the charter is approved.

Fundraising

In addition to the state per pupil allocation and grants, the Academy will rely upon the efforts of the Board of Directors, the Administrator, and the Parent-Faculty Association to develop regular fundraising efforts to generate supplemental capital.

Members of the organizing group have experienced great success in the past with various fundraisers at the local elementary schools. The Academy looks forward to utilizing their talents and efforts upon approval. In one such event, more than \$15,000 was raised through a 5K Run. Participation was high and efforts were very successful. The Academy intends to make fundraisers, such as the race, yearly events.

The Academy intends to implement a program seeking parental and community incremental donations to supplement per-pupil allocations. This type of program is used by Sage International, called Mind the Gap. Discussions are underway for how best to execute this.

Purchasing

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator ~~Principal~~ will determine the procedures to be relied upon for procuring goods and services. All purchasing procedures shall comply with the requirements of applicable Idaho laws and related administrative rules and where appropriate will involve a competitive bidding process.

Payroll

Subject to the approval of the Board of Directors, the policies and procedures established by the Board of Directors, and the limitations set forth above, the Administrator may engage a private contractor for purposes of outsourcing the Academy's payroll processing, provided, however, that if it is more cost effective and can be capably handled internally, payroll shall be handled by the Administrative support personnel as retained by the Administrator pursuant to the authority set forth above.

Transportation Plan

The Academy will offer transportation services for students from the initial opening of the school for students in the primary attendance area. This is to ensure that lack of transportation will not negatively affect students for whom transportation may be a barrier to attendance. These services may be provided by a contractor ~~or by the school~~. At the appropriate time the Academy will follow transportation bidding process as per Idaho Code.

The Academy has contacted a local transportation company, Teton Stage Lines. This company has worked with other schools in the area and is also on the Department of Education, Division of Student Transportation "Bid List". This company enjoys working with charter schools and offers several options and flexibility. The transportation company can and will accommodate longer bus routes. Families that live on the edge of the primary 15-mile radius attendance area and choose to attend the Academy are and will be made aware of the bus routes. School bus mileage will vary per mile, for example, \$3.05 to \$4.50 per mile based upon the numbers of miles run. This company mentioned the lower the mileage the higher the rate per mile, so potentially having a larger primary attendance area could provide a lower cost per mile to the Academy.

To be eligible for transportation services, students must reside within the Academy's primary attendance area and they must live more than one and one-half miles from the facility.

It has been confirmed by conversation with the State Department of Education that the large enrollment area will have no negative impact on the funding reimbursement made available for transportation. It was mentioned that busing is always encouraged, as it is the safest way for children to get to school. Many areas of the state bus children over a large geographical area. Calculations will be made according to the average cost of transporting students and provided as reimbursement to contracted busing service provider.

In accordance with Idaho Code, students who live less than one and one-half miles from the nearest established bus stop must provide their own transportation to the bus stop. That

distance shall be determined by the nearest and best route from the junction of the driveway of the student's home and nearest public road to the nearest door of the building or the bus stop, as the case may be. The Academy may transport any student a lesser distance when in its judgment, the age, health, or safety of the student warrants it.

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

The Board of Directors may approve additional transportation services if fiscally viable. Transportation planning will be reconsidered yearly as dictated by student enrollment, the need and/or demand for transportation services, and financing.

Transportation for students with special needs will be provided in accordance with requirements of state and federal law. The service may be contracted following the transportation bidding process as per Idaho Code.

Transportation for field trips, excursions, and extracurricular activities will be provided by the school through contracted services. (See letter of intent from Teton Stage Lines included in Appendix E.)

Student Travel for Extracurricular Activities, Field Trips, Etc.

Unless other travel arrangements are authorized, students will board the bus at the school, which is designated as the point of origin for the trip, and will return to the point of origin in the bus. There will be no stops along the designated route to pick up or discharge students. The only variation allowed in this regulation is the release of students to parents in a face-to-face situation at the close of the activity before buses begin the return trip. Such release will require a signed, dated note from the parent.

School Lunch Program

The Academy will ~~survey parents upon enrollment to determine if there is sufficient interest to~~ contract with an outside vendor to provide lunch, in accordance with federal requirements, during the first year of operation. The Board of Directors will thereafter survey families annually and discuss whether a school-sponsored lunch program would be viable related to facilities, needs, interests, and finances. The Board will approve policies for determining eligibility of students for free and reduced-price meals. Verification reporting and record-keeping will be filed with the Idaho State Department of Education in accordance with state and federal law. (See letter of intent from Arugula Deli included in Appendix E.)

Tab 9 – Virtual Charter Schools

The Academy is not a virtual charter school.

Tab 10 – Business Arrangements, Community Involvement, and School Closure

Business Arrangements

The Academy will actively and consistently seek to establish partnerships with businesses providing potential services and materials for education, legal, accounting, food, transportation, special education, and other services. At the current time, no such contracts exist; however, the Academy is actively engaged in conversations with several entities regarding potential partnerships. All business arrangements will be conducted according to the laws and policies of the state.

Termination of the Charter

The Academy will follow all closure and termination procedures as outlined in the Idaho Public Charter School Commission's Closure Protocol

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

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

Within two months after the final school year, the Chair will direct the remaining student records to parents for whom the school has mailing addresses. Any remaining student records will be stored in a secure location for the legal limit. The school will maintain a Facebook page or similar page stating who to contact for student records.

The Chair will direct all personnel records to all former employees of the school. All former employees shall receive their personnel records within one month after the final school year. Employee records will be stored in a secure location for the legal limit.

The Chair will arrange for the sale of assets for distribution of all assets and or proceeds therefrom pursuant to the requirements of Idaho Code 33-5212(2). ~~to creditors pursuant to Idaho Code.~~ At least 80% of the proceeds will be used to pay creditors in the following order

~~and categories: staff salaries, benefits, and contracted service providers, such as payroll, accounting, utilities, transportation, nutrition, special education leases, and mortgages.~~

Once appropriate assets have been used to pay creditors, the school will donate or redistribute the remaining assets to other non-profits, in accordance with the requirements of Idaho Code 33-5212(2). ~~and allowable by Idaho state statute.~~ Any assets bought with federal funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors. All remaining funds will be turned over to the Idaho Public Charter School Commission in accordance with the requirements of Idaho Code 33-5212(2). ~~Idaho state statute.~~

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



Appendix

Alturas International Academy Appendices

Appendix A: Articles of Incorporation and Bylaws	3
Appendix B: Elector Signatures	20
Appendix C: Charter 101 Workshop Certificates	40
Appendix D: Board Resumes, Petitioning Group List, Code of Ethics and Conduct	44
Appendix E: Contract, Leases, and Agreements	62
Appendix F: Budget Assumptions & Supporting Documents	87
Appendix G: Pre-Opening/Start-up Budget	90
Appendix I: First Year Cash Flow	95
Appendix J: Facility Option 1 – OE Bell	102
Appendix K: Facility Option 2 – Melaleuca Building	106
Appendix L: Facility Option 3 – Modular Placement	113
Appendix M: Pre-Opening Timeline	118
Appendix N: Professional Development and Evaluations	127
Appendix O: Outreach Activities	131
Appendix P: Interested Family List	132
Appendix Q: Student Handbook & Enrollment Form	137


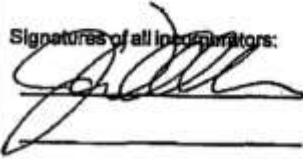
Appendix A: Articles of Incorporation and Bylaws

208-359-5888

03:32:01 p.m. 02-13-2015

5/6

201

	ARTICLES OF INCORPORATION (Non-Profit) (Instructions on back of application)	FILED EFFECTIVE 2015 FEB 13 PM 4:44 SECRETARY OF STATE STATE OF IDAHO
<p>The undersigned, in order to form a Non-Profit Corporation under the provisions of Title 30, Chapter 3, Idaho Code, submits the following articles of Incorporation to the Secretary of State.</p>		
<p>Article 1: The name of the corporation shall be: <u>Forrester Academy, Inc.</u></p>		
<p>Article 2: The purpose for which the corporation is organized is: <u>Elementary Education</u></p>		
<p>Article 3: The street address of the registered office is: <u>2105 Coronado, Idaho Falls, ID 83404</u> and the registered agent at such address is: <u>Jared W. Allen</u></p>		
<p>Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are:</p> <p><u>Michelle Ball 248 Whisper Cove Pl IF ID 83404</u> <u>Sue Holmes " "</u> <u>Jared W. Allen " "</u></p>		
<p>Article 5: The name(s) and address(es) of the incorporator(s): <u>Jared W. Allen 248 Whisper Cove Pl IF ID 83404</u></p>		
<p>Article 6: The mailing address of the corporation shall be: <u>248 Whisper Cove Place, Idaho Falls, ID 83404</u></p>		
<p>Article 7: The corporation (<input checked="" type="checkbox"/> does <input type="checkbox"/> does not) have voting members.</p>		
<p>Article 8: Upon dissolution the assets shall be distributed: <u>To one or more exempt organizations as described in Internal Revenue Code Section 501(c)(3)</u> <u>specifically organized for the education of children. The receiving organization shall be designated by</u> <u>the board of directors. Assets not so distributed shall be distributed by the District Court for Bonneville</u> <u>County, Idaho for exempt purposes as determined by the Court.</u></p>		
<p>Signatures of all incorporators:</p> <p> <u>Jared W. Allen</u> <small>Type Name</small></p> <p>_____ <small>Type Name</small></p> <p>_____ <small>Type Name</small></p> <p>_____ <small>Type Name</small></p> <p>_____ <small>Type Name</small></p>		<p>Customer Acct #: <small>(if using pre-paid account)</small></p> <p style="text-align: center;">Secretary of State use only</p> <p style="text-align: center;">IDAHO SECRETARY OF STATE 02/13/2015 05:00 CK:2578274 CT:172099 BH:1461792 1@ 30.00 = 30.00 INC NONP #2 1@ 20.00 = 20.00 NON EXPEDI #3</p> <p>Web Form C204951</p>



ARTICLES OF AMENDMENT (Non-profit)

FILED EFFECTIVE

2015 APR 17 AM 11:40

**SECRETARY OF STATE
STATE OF IDAHO**

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

- The name of the corporation is:
Forrester Academy, Inc.

If the corporation has been administratively dissolved and the corporate name is no longer available for use, the amendment(s) below must include a change of corporate name.

- The text of each amendment is as follows:

Article 2 is amended to read, "The purpose for which the corporation is organized is the operation of a public charter school pursuant to the Idaho Public Charter Schools Act of 1998."

Article 7 is amended to read, "The Corporation does not have voting members."

- The date of adoption of the amendment(s) was: April 15, 2015

- Manner of adoption (check one):

- Each amendment consists exclusively of matters which do not require member approval pursuant to section 30-3-90, Idaho Code, and was, therefore, adopted by the board of directors. (Please fill spaces below)
- The number of directors entitled to vote was: 7
 - The number of directors that voted for each amendment was: 7
 - The number of directors that voted against each amendment was: 7

- The amendment consists of matters other than those described in section 30-3-90, Idaho Code, and was, therefore adopted by the members. (Please fill spaces below)
- The number of members entitled to vote was: _____
 - The number of members that voted for each amendment was: _____
 - The number of members that voted against each amendment was: _____

Dated: April 16, 2015

Signature: [Handwritten Signature]

Typed Name: Jared W. Allen

Capacity: Board Member and Incorporator

Customer Acct #:
(if using pre-paid account)
Secretary of State use only

IDAHO SECRETARY OF STATE
04/17/2015 05:00
 CK:2759718 CT:172099 BH:1471463
 1@ 30.00 = 30.00 NON PROF Δ #2
 1@ 20.00 = 20.00 NON EXPEDI #3

g:\app\corp\forms\statel\amendment_vp.htm
Revised 1/27/2003
Web Form

C204951

SECOND RESTATED BYLAWS OF FORRESTER ACADEMY, INC.

1 Name and offices

1.1 Name

The name of the corporation shall be Forrester Academy, Inc.

1.2 Principal office

The principal office of the corporation shall be located in Bonneville County, Idaho. The Corporation may have such other offices, either within or without the State of Idaho, as the board of directors may designate or as the business of the corporation may require from time to time.

1.3 Registered office

The registered office of the corporation required by the Idaho Business Corporation Act to be maintained in the State of Idaho may be, but need not be, identical with the principal office in the State of Idaho, and the address of the registered office may be changed from time to time by the board of directors.

1.4 Purpose

The corporation is organized and shall be operated exclusively for the specific purposes set forth in the corporation's Articles of Incorporation, namely educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

2 Board of Directors

2.1 General powers

The business and affairs of the corporation shall be managed by its Board of Directors.

2.2 Number, tenure and qualification

The number of directors of the corporation shall consist of not less than 5 nor more than 9 persons and each directorship shall have a numerical designation as follows: Director 1, Director 2, Director 3 and so on. The number of directors serving on the Board of Directors may be increased from time to time by resolution adopted at a regular or special meeting of the Board of Directors. The names and addresses of the members of the first Board of Directors have been stated in the First Amendment of the Articles of Incorporation.

The Directors stated in the Articles shall hold office until the 2016 annual meeting of the Board of Directors, or until they shall have appointed successors, whichever shall first occur, or until their earlier death, resignation, or removal. The Directors stated in the Articles may, at any time prior to the 2016 annual meeting of the Board of Directors, appoint successors and/or additional directors up to the maximum number of directors allowed under these Bylaws and such directors shall serve until the 2017 annual meeting of the corporation.

Thereafter, all directors shall serve until replaced by a duly elected replacement or otherwise removed pursuant to these Bylaws. The term of service between elections shall be a term of 3 years except that for Directors serving from the date of the 2016 annual meeting of the Board of Directors, Seats 1, 4 and 7 shall serve for an initial term of 1 year; and Seats 2, 5 and 8 shall serve for an initial term of 2 years. After the initial term of each seat, directors shall serve for a term of 3 years so that up to, but no more than, 3 directors may be replaced each year at the annual meeting of the Corporation as set forth in these Bylaws.

2.3 Election of Directors

During the initial year of operations, the Board shall consist of those Directors appointed pursuant to the terms of these Bylaws.

After the initial year of operations, unless the Board deems it necessary to extend the election for a single additional year, Directors will be elected by a vote of stakeholders of the Corporation at

the Corporation's regular meeting conducted in April, three months prior to the annual meeting, providing the opportunity for orientation of newly elected directors prior to the annual meeting. Stakeholders include the parents and/or guardians of pupils registered to attend school through the Corporation in the school year immediately following the annual meeting, the faculty and employees of the Corporation, and members of the Corporation's Parent-Faculty Association.

2.4 Vacancies

Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors though less than a quorum of the Board of Directors. A director elected to fill a vacancy shall be elected for the un-expired term of his/her predecessor in office. Any directorship to be filled by reason of an increase in the amount of directors may be filled by election by the Board of Directors for a term of office continuing only until the next election of directors.

2.5 Compensation

By resolution of the Board of Directors, each director may be paid his/her expenses, if any, of attendance at each meeting of the Board of Directors. There shall be no salary or fixed sum paid to any director other than expenses of attending meetings or other authorized functions.

2.6 Presumption of assent

A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his/her dissent shall be entered in the minutes of the meeting or unless he/she shall file his/her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

2.7 Removal of director

Any board member may be removed by majority vote of the board.

2.8 Meetings by telephone

Members of the Board of Directors or any Committee may participate in a meeting of the Board or Committee by means of conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other at the same time. Such participation shall constitute presence in person at the meeting.

2.9 Board Chair

At its annual meeting, the Board of Directors shall elect from among its members a Board Chair who shall, when present, preside at all meetings of the Board of Directors and who shall serve as the president of the corporation. The Board Chair shall also serve as the president of the Corporation.

2.10 Board Vice Chair

At its annual meeting, the Board of Directors shall elect from among its members a Board Vice Chair who shall assist the Board Chair. The Vice Chair shall possess the powers and perform the duties of the Board Chair during his or her absence or disability. The Vice Chair shall serve as the vice-president of the corporation.

2.11 Committees

The Board of Directors may create one or more committees and appoint members of the Board of Directors to chair them. Members of the committees other than the chairperson need not be directors. Each committee may have two or more members, who shall serve at the pleasure of the Board of Directors. The provisions of this Article which govern meetings, action without meetings, and quorum and voting requirements of the Board of Directors, shall apply to committees and their members as well.

3 Corporate Meetings

The Corporation shall have an annual meeting of the Corporation on the last Thursday in June during which the business of director elections shall take place. Directors elected during the annual meeting of the Corporation shall assume the responsibilities of director at the first annual meeting of the Board of Directors immediately following the annual meeting of the Corporation.

4 Board Meetings

4.1 Annual meeting

The annual meeting of the Board of Directors shall be held at the time and date established by the Board of Directors. In the absence of a designation from the Board of Directors, the annual meeting shall be held on the 2nd Thursday in July. The failure to hold the meeting at the time stated shall not affect the validity of any corporate action.

4.2 Regular meetings

The Board of Directors may establish, by action at a meeting or unanimous written consent, the time and place for holding subsequent regular meetings of the Board of Directors and they shall be held without the need of further notice. Absent Director action to the contrary, Regular meetings shall be scheduled for the 2nd Thursday of each month.

4.3 Special meetings

Special meetings of the Board of Directors may be called by or at the request of the president or at least 2 directors. The person or persons authorized to call special meetings of the Board of Directors shall fix any place, either within or without the State of Idaho, as the place for holding any special meeting of the Board of Directors called by them.

4.4 Public Meetings

Except as otherwise set forth in these Bylaws, all meetings shall be open to the public. Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provision of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of trustees are subject to those provisions.

4.5 Notice and Agendas

Not less than 48 hours prior to any regular meeting, including the annual meeting of the Board of Directors, agenda notice shall be published. Agenda items may be added subsequent to notice, provided a good faith effort was made to include all known agenda items in the published notice at the time of its publication.

Notice of any special meeting shall be given at least 24 hours prior thereto by written notice which could include text message, e-mail, fax or letter (either mailed or personally delivered) at his/her mailing address. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail, so addressed, with postage thereon prepaid. Any e-mail is deemed to be delivered the day it was sent. In addition to director notice, agenda notice shall be published at least 24 hours prior to any special meeting unless qualifying emergency circumstances exist and the emergency meeting requirements of Idaho Code 74-204(2) are met. Any director may waive notice of any meeting. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the board of directors need be specified in the notice or waiver of notice of such meeting.

4.6 Quorum

A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the board of directors, but if less than such majority is present at a meeting, a majority of the directors present may adjourn the meeting without further notice.

4.7 Manner of taking action

The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

4.8 Meeting Minutes

Written minutes shall be maintained at all meetings of the Board of Directors. Neither a full transcript nor a recording of the meeting is required. Minutes shall be available to the public within a reasonable time after the meeting, including: (a) Members of the Directors present; (b) Motions, resolutions, orders, or ordinances proposed and their disposition; (c) Results of all votes. Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

4.9 Executive Sessions

Executives sessions, closed to any persons for deliberation on specified matters, may be held by the Board of Directors for those reasons outlined and specified in Title 67, Chapter 23 of the Idaho Code. Unless otherwise allowed by law, no Director may disclose the content of an executive session to an outside source.

5 Officers

5.1 Numbers

The officers of the corporation shall be a president, a secretary, and a treasurer. In the discretion of the Board of Directors, vice-presidents (the number thereof to be determined by the Board of Directors) and a treasurer, may be elected by the Board of Directors. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors. Any two or more offices may be held by the same person, except the offices of president and either secretary or treasurer.

5.2 Election and term of office

The officers of the corporation shall be selected from the members of the Board of Directors and shall be elected annually by the Board of Directors at the first meeting of the Board of Directors held after each annual meeting. The initial Board of Directors shall select initial officers who shall serve until the first annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each officer shall hold office until his/her successor shall have been duly elected and shall have qualified or until his/her death or until he/she shall resign or shall have been removed in the manner hereinafter provided.

5.3 Removal

Any officer or agent may be removed by the Board of Directors whenever in its judgment, the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

5.4 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the un-expired portion of the term.

5.5 President

The president shall be the principal executive officer of the corporation and, subject to the control of the Board of Directors, shall in general supervise and control all of the business and affairs of the corporation. He/she may sign, with the secretary or any other proper officer of the corporation thereunto authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by the

Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general shall perform all duties incident to the office of president and such other duties as may be prescribed by the Board of Directors from time to time.

5.6 Vice presidents

In the absence of the president or in the event of his/her death, inability or refusal to act, the vice-president, if any, or in the event there be more than one vice-president, the vice-presidents in the order designated at the time of their election, (or in the absence of any designation, then in the order of their election) shall perform the duties of the president, and when so acting, shall have all the powers of and be subject to all the restrictions upon the president. Any vice-president shall perform such other duties as from time to time may be assigned to him/her by the president or by the Board of Directors.

5.7 Secretary

The secretary shall: (a) keep the minutes of the proceedings of the members and of the Board of Directors in one (1) or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records; (d) keep a register of the post office address of each board member which shall be furnished to the secretary by such board member; and (e) in general perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to him/her by the president or by the Board of Directors.

5.8 Treasurer

The treasurer, if any, shall: (a) have charge and custody of and be responsible for all funds of the Corporation; (b) receive and give receipts for monies due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article III of these bylaws; and (c) in general perform all of the duties incident to the office of treasurer and such other duties as from time to time may be assigned to him/her by the president or by the Board of Directors. If required by the Board of Directors, the treasurer shall give a bond for the faithful discharge of his/her duties in such sum and with such surety or sureties as the Board of Directors shall determine.

5.9 Assistant secretaries and treasurers

The assistant secretaries and assistant treasurers, if any, in general shall perform such duties as shall be assigned to them by the secretary or the treasurer, respectively, or by the president or the Board of Directors.

5.10 Salaries

Unless otherwise determined by action of the Board in a properly notice meeting or by written consent, the officers shall serve without compensation other than reimbursement for expenses.

6 Contracts, loans, checks, and deposits

6.1 Contracts

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

6.2 Loans

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

6.3 Checks, drafts, etc.

All checks, drafts or other orders for the payment of money, notes or other evidences of

indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors.

6.4 Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation and in such banks, trust companies or other depositories as the Board of Directors may select.

7 Fiscal year

The fiscal year of the Corporation shall begin on July 1 and shall end on June 31.

8 No private inurement

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions, the corporation shall not carry on any other activities not permitted to be carried on

- (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, as amended; or
- (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, as amended.

9 Corporate seal

The corporation shall not have a corporate seal.

10 Waiver of notice

Whenever any notice is required to be given to any member of the Board of Directors of the corporation under the provisions of these Bylaws or under the provisions of the Act, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

11 Amendments

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

12 Indemnification

The corporation shall indemnify its directors, officers, employees and agents to the fullest extent permitted under Idaho Code 30-3-88.

13 Dissolution

Prior to dissolution of the corporation, the corporation will work with its authorized chartering entity to develop a public charter school closure protocol, which shall be followed by the corporation as required by Idaho Code 33-5212.

On dissolution of the corporation, the assets shall be distributed in accordance with the requirements of Idaho Code 33-5212(2).

14 Severability

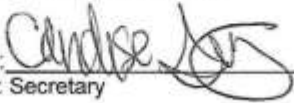
The invalidity of any provision of these bylaws shall not affect the other provisions.

Certificate

The undersigned certifies that (s)he is the Secretary of Forrester Academy, Inc., an Idaho nonprofit corporation, and that (s)he is authorized to execute this certificate on behalf of the corporation, and further certifies that the foregoing bylaws constitute the bylaws of the corporation as of this date, duly adopted by the directors of the corporation.

Date: 5 NOV 2015

Forrester Academy, Inc.

By: 
Its: Secretary



CERTIFICATE OF ASSUMED BUSINESS NAME

Pursuant to Section 53-504, Idaho Code, the undersigned submits for filing a certificate of Assumed Business Name.

Please type or print legibly.

Instructions are included on back of application.

1. The assumed business name which the undersigned use(s) in the transaction of business is:

Alturas International Academy

2. The true name(s) and business address(es) of the entity or individual(s) doing business under the assumed business name:

Name

Complete Address

Forrester Academy, Inc.

248 Whisper Cove Place, Idaho Falls, ID 83404

3. The general type of business transacted under the assumed business name is:

- | | |
|--|--|
| <input type="checkbox"/> Retail Trade | <input type="checkbox"/> Transportation and Public Utilities |
| <input type="checkbox"/> Wholesale Trade | <input type="checkbox"/> Construction |
| <input checked="" type="checkbox"/> Services | <input type="checkbox"/> Agriculture |
| <input type="checkbox"/> Manufacturing | <input type="checkbox"/> Mining |
| <input type="checkbox"/> Finance, Insurance, and Real Estate | |

4. The name and address to which future correspondence should be addressed:

Jared W. Allen

2105 Coronado

Idaho Falls, ID 83404

5. Name and address for this acknowledgment copy is (if other than # 4 above):

Submit Certificate of Assumed Business Name and **\$25.00** fee to:

Secretary of State
450 North 4th Street
PO Box 83720
Boise ID 83720-0080
208 334-2301

Secretary of State use only

Signature: 

Printed Name: Jared W. Allen

Capacity/Title: Director/Incorporator

Signature: _____

Printed Name: _____

Capacity/Title: _____

The Bylaws below are outdated –but left in for reference purposes.

RESTATED BYLAWS OF FORRESTER ACADEMY, INC.

1 Name and offices

1.1 Name

The name of the corporation shall be Forrester Academy, Inc.

1.2 Principal office

The principal office of the corporation shall be located in Bonneville County, Idaho. The Corporation may have such other offices, either within or without the State of Idaho, as the board of directors may designate or as the business of the corporation may require from time to time.

1.3 Registered office

The registered office of the corporation required by the Idaho Business Corporation Act to be maintained in the State of Idaho may be, but need not be, identical with the principal office in the State of Idaho, and the address of the registered office may be changed from time to time by the board of directors.

1.4 Purpose

The corporation is organized and shall be operated exclusively for the specific purposes set forth in the corporation's Articles of Incorporation, namely educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

2 Board of Directors

2.1 General powers

The business and affairs of the corporation shall be managed by its Board of Directors.

2.2 Number, tenure and qualification

The number of directors of the corporation shall consist of not less than 3 nor more than 9 persons and each directorship shall have a numerical designation as follows: Director 1, Director 2, Director 3 and so on. The number of directors serving on the Board of Directors may be increased from time to time by resolution adopted at a regular or special meeting of the Board of Directors. The names and addresses of the members of the first Board of Directors have been stated in the First Amendment of the Articles of Incorporation.

The Directors stated in the Articles shall hold office until the 2016 annual meeting of the Board of Directors, or until they shall have appointed successors, whichever shall first occur, or until their earlier death, resignation, or removal. The Directors stated in the Articles may, at any time prior to the 2016 annual meeting of the Board of Directors, appoint successors and/or additional directors up to the maximum number of directors allowed under these Bylaws and such directors shall serve until the 2017 annual meeting of the corporation.

Thereafter, all directors shall serve until replaced by a duly elected replacement or otherwise removed pursuant to these Bylaws. The term of service between elections shall be a term of 3 years except that for Directors serving from the date of the 2016 annual meeting of the Board of Directors, Seats 1, 4 and 7 shall serve for an initial term of 1 year; and Seats 2, 5 and 8 shall serve for an initial term of 2 years. After the initial term of each seat, directors shall serve for a term of 3 years so that up to, but no more than, 3 directors may be replaced each year at the annual meeting of the Corporation as set forth in these Bylaws.

2.3 Election of Directors

During the initial year of operations, the Board shall consist of those Directors appointed pursuant to the terms of these Bylaws.

After the initial year of operations, unless the Board deems it necessary to extend the election for a single additional year, Directors will be elected by a vote of stakeholders of the Corporation at

the Corporation's annual meeting. Stakeholders include the parents and/or guardians of pupils registered to attend school through the Corporation in the school year immediately following the annual meeting, the faculty and employees of the Corporation, and members of the Corporation's Parent-Faculty Association.

2.4 Vacancies

Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors though less than a quorum of the Board of Directors. A director elected to fill a vacancy shall be elected for the un-expired term of his/her predecessor in office. Any directorship to be filled by reason of an increase in the amount of directors may be filled by election by the Board of Directors for a term of office continuing only until the next election of directors.

2.5 Compensation

By resolution of the Board of Directors, each director may be paid his/her expenses, if any, of attendance at each meeting of the Board of Directors. There shall be no salary or fixed sum paid to any director other than expenses of attending meetings or other authorized functions.

2.6 Presumption of assent

A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless his/her dissent shall be entered in the minutes of the meeting or unless he/she shall file his/her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

2.7 Removal of director

Any board member may be removed by vote of the board.

2.8 Meetings by telephone

Members of the Board of Directors or any Committee may participate in a meeting of the Board or Committee by means of conference telephone or similar communications equipment by which all persons participating in the meeting can hear each other at the same time. Such participation shall constitute presence in person at the meeting.

2.9 Board Chair

At its annual meeting, the Board of Directors shall elect from among its members a Board Chair who shall, when present, preside at all meetings of the Board of Directors and who shall serve as the president of the corporation. The Board Chair shall also serve as the president of the Corporation.

2.10 Board Vice Chair

At its annual meeting, the Board of Directors shall elect from among its members a Board Vice Chair who shall assist the Board Chair. The Vice Chair shall possess the powers and perform the duties of the Board Chair during his or her absence or disability. The Vice Chair shall serve as the vice-president of the corporation.

2.11 Committees

The Board of Directors may create one or more committees and appoint members of the Board of Directors to chair them. Members of the committees other than the chairperson need not be directors. Each committee may have two or more members, who shall serve at the pleasure of the Board of Directors. The provisions of this Article which govern meetings, action without meetings, and quorum and voting requirements of the Board of Directors, shall apply to committees and their members as well.

3 Corporate Meetings

The Corporation shall have an annual meeting of the Corporation on the last Thursday in June during which the business of director elections shall take place. Directors elected during the annual meeting of the Corporation shall assume the responsibilities of director at the first annual meeting of the Board of Directors immediately following the annual meeting of the Corporation.

4 Board Meetings

4.1 Annual meeting

The annual meeting of the Board of Directors shall be held at the time and date established by the Board of Directors. In the absence of a designation from the Board of Directors, the annual meeting shall be held on the 2nd Thursday in July. The failure to hold the meeting at the time stated shall not affect the validity of any corporate action.

4.2 Regular meetings

The Board of Directors may establish, by action at a meeting or unanimous written consent, the time and place for holding subsequent regular meetings of the Board of Directors and they shall be held without the need of further notice. Absent Director action to the contrary, Regular meetings shall be scheduled for the 2nd Thursday of each month.

4.3 Special meetings

Special meetings of the Board of Directors may be called by or at the request of the president or at least 2 directors. The person or persons authorized to call special meetings of the Board of Directors shall fix any place, either within or without the State of Idaho, as the place for holding any special meeting of the Board of Directors called by them.

4.4 Public Meetings

Except as otherwise set forth in these Bylaws, all meetings shall be open to the public. Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provision of Title 67, Chapter 23 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation in the same manner that a traditional school and the boards of trustees are subject to those provisions.

4.5 Notice and Agendas

Not less than 48 hours prior to any regular meeting, including the annual meeting of the Board of Directors, agenda notice shall be published. Agenda items may be added subsequent to notice, provided a good faith effort was made to include all known agenda items in the published notice at the time of its publication.

Notice of any special meeting shall be given at least 24 hours prior thereto by written notice which could include text message, e-mail, fax or letter (either mailed or personally delivered) at his/her mailing address. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail, so addressed, with postage thereon prepaid. Any e-mail is deemed to be delivered the day it was sent. Any director may waive notice of any meeting. The attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the board of directors need be specified in the notice or waiver of notice of such meeting.

4.6 Quorum

A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the board of directors, but if less than such majority is present at a meeting, a majority of the directors present may adjourn the meeting without further notice.

4.7 Manner of taking action

The act of the majority of the directors present at a meeting at which a quorum is present shall be

the act of the Board of Directors.

4.8 Meeting Minutes

Written minutes shall be maintained at all meetings of the Board of Directors. Neither a full transcript nor a recording of the meeting is required. Minutes shall be available to the public within a reasonable time after the meeting, including: (a) Members of the Directors present; (b) Motions, resolutions, orders, or ordinances proposed and their disposition; (c) Results of all votes. Minutes of any executive sessions held by the Directors of the Corporation under Title 67, Chapter 23 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 67-2345, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

4.9 Executive Sessions

Executives sessions, closed to any persons for deliberation on specified matters, may be held by the Board of Directors for those reasons outlined and specified in Title 67, Chapter 23 of the Idaho Code. Unless otherwise allowed by law, no Director may disclose the content of an executive session to an outside source.

5 Officers

5.1 Numbers

The officers of the corporation shall be a president, a secretary, and a treasurer. In the discretion of the Board of Directors, vice-presidents (the number thereof to be determined by the Board of Directors) and a treasurer, may be elected by the Board of Directors. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors. Any two or more offices may be held by the same person, except the offices of president and either secretary or treasurer.

5.2 Election and term of office

The officers of the corporation shall be selected from the members of the Board of Directors and shall be elected annually by the Board of Directors at the first meeting of the Board of Directors held after each annual meeting. The initial Board of Directors shall select initial officers who shall serve until the first annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each officer shall hold office until his/her successor shall have been duly elected and shall have qualified or until his/her death or until he/she shall resign or shall have been removed in the manner hereinafter provided.

5.3 Removal

Any officer or agent may be removed by the Board of Directors whenever in its judgment, the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

5.4 Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the un-expired portion of the term.

5.5 President

The president shall be the principal executive officer of the corporation and, subject to the control of the Board of Directors, shall in general supervise and control all of the business and affairs of the corporation. He/she may sign, with the secretary or any other proper officer of the corporation thereunto authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by the Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general shall perform all duties incident to the office of

president and such other duties as may be prescribed by the Board of Directors from time to time.

5.6 Vice presidents

In the absence of the president or in the event of his/her death, inability or refusal to act, the vice-president, if any, or in the event there be more than one vice-president, the vice-presidents in the order designated at the time of their election, (or in the absence of any designation, then in the order of their election) shall perform the duties of the president, and when so acting, shall have all the powers of and be subject to all the restrictions upon the president. Any vice-president shall perform such other duties as from time to time may be assigned to him/her by the president or by the Board of Directors.

5.7 Secretary

The secretary shall: (a) keep the minutes of the proceedings of the members and of the Board of Directors in one (1) or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records; (d) keep a register of the post office address of each board member which shall be furnished to the secretary by such board member; and (e) in general perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to him/her by the president or by the Board of Directors.

5.8 Treasurer

The treasurer, if any, shall: (a) have charge and custody of and be responsible for all funds of the Corporation; (b) receive and give receipts for monies due and payable to the Corporation from any source whatsoever, and deposit all such moneys in the name of the Corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article III of these bylaws; and (c) in general perform all of the duties incident to the office of treasurer and such other duties as from time to time may be assigned to him/her by the president or by the Board of Directors. If required by the Board of Directors, the treasurer shall give a bond for the faithful discharge of his/her duties in such sum and with such surety or sureties as the Board of Directors shall determine.

5.9 Assistant secretaries and treasurers

The assistant secretaries and assistant treasurers, if any, in general shall perform such duties as shall be assigned to them by the secretary or the treasurer, respectively, or by the president or the Board of Directors.

5.10 Salaries

Unless otherwise determined by action of the Board in a properly notice meeting or by written consent, the officers shall serve without compensation other than reimbursement for expenses.

6 Contracts, loans, checks, and deposits

6.1 Contracts

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

6.2 Loans

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

6.3 Checks, drafts, etc.

All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined

by resolution of the Board of Directors.

6.4 Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation and in such banks, trust companies or other depositories as the Board of Directors may select.

7 Fiscal year

The fiscal year of the Corporation shall begin on July 1 and shall end on July 31.

8 No private inurement

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions, the corporation shall not carry on any other activities not permitted to be carried on

- (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, as amended; or
- (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, as amended.

9 Corporate seal

The corporation shall not have a corporate seal.

10 Waiver of notice

Whenever any notice is required to be given to any member of the Board of Directors of the corporation under the provisions of these Bylaws or under the provisions of the Act, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

11 Amendments

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

12 Indemnification

The corporation shall indemnify its directors, officers, employees and agents to the fullest extent permitted under Idaho Code 30-3-88.

13 Dissolution

On dissolution of the corporation, all of its net assets shall be transferred to one or more exempt organizations of the kind described in Internal Revenue Code Section 501(c)(3). The organization to receive such property shall be designated by the Board of Directors. Any assets not disposed of shall be disposed of by the District Court of Bonneville County, Idaho for one or more exempt purposes or to such organizations as the court shall determine that are organized and operated exclusively for such purposes.

14 Severability

The invalidity of any provision of these bylaws shall not affect the other provisions.


Certificate

The undersigned certifies that (s)he is the Secretary of Forrester Academy, Inc., an Idaho

nonprofit corporation, and that (s)he is authorized to execute this certificate on behalf of the corporation, and further certifies that the foregoing bylaws constitute the bylaws of the corporation as of this date, duly adopted by the directors of the corporation.

Date: April 15, 2015

Forrester Academy, Inc.

By: 
Its: Secretary

Appendix B: Elector Signatures

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: 04.20.15

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify that 3
signatures on this petition are those of qualified electors.



Signed: *Helma Seale*
County Clerk or Deputy

Petition # Alturas Academy
A-001

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Alturas Academy				
School District Where New Charter School will be Physically Located		91				
I am currently a qualified elector in the above-named school district.						
I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.						
	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16	Brandi Erickson		3193 Disney Drive	IF	251-3680	April 2, 2015
15	Michael Erickson		3193 Disney Drive	IF	700-0699	4/2/15
15	Katie Morse		310 E 23rd St	IF	270-3267	4/2/15
15	Danya Sarason		535 Butterfly Drive	IF	208-569-8374	4/2/15
15	Alysa R. Green		466 Carter St #3	Shelley	208-739-5129	4/2/15
15	Scott Treadway		2190 Gracie Ln	IF	201-4283	4/2/15
15	Jeremy R. Haney		4124 Bracken Way	AMMON	221-7980	4/2/15
20	Cody G. Daniels		414 Energy Dr #1	IF	716-4851	4/2/15
15	Holly Stucki		5883 Summer Cir.	IF	589-7559	4/2/15
15	Erin Smith		500 Stinson Ave	IF	681-5566	4/2/15
15	ENCKA ARELLANO		450 17th St	IF	201-7810	4/16/15
12						
13						
14						
15						

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: 04.20.15

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify that 5
signatures on this petition are those of qualified electors.



Signed: *Alma Seave*
County Clerk or Deputy

Petition # Alturas Academe
A-002

Petition to Establish a New Idaho Public Charter School

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

Alturas Academy

Name of Proposed New Charter School		School District Where New Charter School will be Physically Located				
		91				
<p>I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.</p>						
	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
13	1 All Falkenrath	<i>All Falkenrath</i>	3516 Nathan Cir	IF	357-6389	4/2/15
10	2 Cathy Plummer	<i>Cathy Plummer</i>	907 Pueblo Ct.	IF	757-0423	4/2/15
14	3 Erin Spangman	<i>Erin Spangman</i>	180 N. Morningside	IF	208-552-1446	4/6/15
13	4 Debbie Bailey	<i>Debbie Bailey</i>	3000 Gustafson Circle	IF	208-241-6785	4/6/15
13	5 Kristel Hacker	<i>Kristel Hacker</i>	188 Adventure	IF	707-6485	4/9/15
	6 Dayna Dambrowski	<i>Dayna Dambrowski</i>	215 Leeburg Ln.	IF	538-0660	4/9/15
	7					
	8					
	9					
	10					
	11					
	12					
	13					
	14					
	15					

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: 04.20.15

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify that 10
signatures on this petition are those of qualified electors.



Signed: *Alina Seale*
County Clerk or Deputy

Petition # Alturas Academy
A-003

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Alturas Academy				
School District Where New Charter School will be Physically Located		91				
I am currently a qualified elector in the above-named school district.						
I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.						
	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16	Kortney Klinkel	<i>Kortney Klinkel</i>	3635 Tuscany Dr	IF	208-888-9350	3/30/2015
17	Becca Wilson	<i>Becca Wilson</i>	3635 Tuscany Dr	IF	208-888-9350	3/30/2015
18	Christina Alkenny	<i>Christina Alkenny</i>	1512 Harvest Run Dr	IF	208-523-4166	4/7/15
19	Mark Alkenny	<i>Mark Alkenny</i>	156 Harvest Run	IF	208-523-4166	4/7/15
20	Ernie Kenyon	<i>Ernie Kenyon</i>	3592 Nathan	IF	208-542-2548	4/7/15
21	Joe Kogayenbrink	<i>Joe Kogayenbrink</i>	266 Williamsburg C	IF	208-524-9091	4/7/15
22	Patricia Kogayenbrink	<i>Patricia Kogayenbrink</i>	266 Williamsburg C	IF	208-524-9091	4/7/2015
23	Kyle Blackburn	<i>Kyle Blackburn</i>	11259 Augusta Dr	IF	208-201-4374	4/7/15
24	Stacey Gilbert	<i>Stacey Gilbert</i>	213 Colonial Way	IF	208-323-3952	4/9/2015
25	Deb Nowatzki	<i>Deb Nowatzki</i>	140 Harrisburg Ln	IF	208-390-1666	4/13/15
26						
27						
28						
29						
30						

A-003

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: 04.20.15

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify that 13
signatures on this petition are those of qualified electors.



Signed: *Helena Deane*
County Clerk or Deputy

Petition # Alturas Academy
A - 004

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Alturas Academy				
School District Where New Charter School will be Physically Located		91				
I am currently a qualified elector in the above-named school district.						
I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.						
	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
13	Aniko Snyder	<i>Aniko Snyder</i>	254 Williamsburg Cir	Idaho Falls	208-932-4255	3/14/15
13	Darin Snyder	<i>Darin Snyder</i>	254 Williamsburg Cir	Idaho Falls	208-932-4255	3/14/15
13	Leahie Savage	<i>Leahie Savage</i>	3370 Burgundy Drive	Idaho Falls	208-589-8400	3/15/15
13	Jeanne M. Kennedy	<i>Jeanne M. Kennedy</i>	857 Williamsburg Dr	Idaho Falls	208-529-6982	3/15/15
13	Richard J. Kennedy	<i>Richard J. Kennedy</i>	857 Williamsburg Dr	Idaho Falls	208-529-6982	3/15/15
13	Teresa Gigio	<i>Teresa Gigio</i>	246 Williamsburg Cir	Idaho Falls	208-221-0759	3/16/15
13	Jess Gish	<i>Jess Gish</i>	246 Williamsburg Cir	Idaho Falls	208-221-0759	3/16/15
13	Nindy Whack	<i>Nindy Whack</i>	4544 Stonebrook Ln	Idaho Falls	208-552-0443	3/16/15
13	Scott Whack	<i>Scott Whack</i>	4544 Stonebrook Ln	Idaho Falls	208-552-0443	3/16/15
13	Angela Maddock	<i>Angela Maddock</i>	503 10th St	Idaho Falls	(208) 604-4211	3/31/15
13	Mike Silver	<i>Mike Silver</i>	2366 Sandabana Dr	Idaho Falls	208-524-6211	3/31/2015
13	Mitchell Plummer	<i>Mitchell Plummer</i>	907 Pueblo Ct.	Idaho Falls	208-601-4479	3/31/2015
13	Matt Watrous	<i>Matt Watrous</i>	957 Kartase	Idaho Falls	208-499-1418	4-1-2015
13	ANITA GIANNOTTO	<i>Anita Giannotto</i>	3555 Springfield Cir	Idaho Falls	208-529-1001	4-5-2015
13	Candise Gilbert	<i>Candise Gilbert</i>	213 Colonial Way	Idaho Falls	208-523-3352	4-6-2015

A-004

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: 04.20.15

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify that 7
signatures on this petition are those of qualified electors.



Signed: *Helena Deane*
County Clerk or Deputy

Petition # Alturas Academy
A-005

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Alturas Academy				
School District Where New Charter School will be Physically Located		91				
I am currently a qualified elector in the above-named school district.						
I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.						
	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
NR 1	Ruth Lybbert	Ruth Lybbert	3944 Flirt	Idaho Falls	406-460-6310	3/12/15
NR 2	David Coor	David Coor	3944 Flirt Ave	Idaho Falls	208-312-6058	3/12/15
NR 3	DAN LYBBERT	Dan Lybbert	5944 N. Flirt	IF	406-704-7051	3/12/15
18	Sandy Morris	Sandy Morris	1317 Terry	IF	208-521-5437	3/17/15
18	Sarah Morris	Sarah Morris	1317 Terry	IF	208-521-5437	3/17/15
18	Leanna Poulson	Leanna Poulson	1252 Tower Street	IF	208-710-6224	3/19/15
27	Miguel Balme	Melinda Balme	3815 Cats Glen Ln	IF	208-418-1221	3/19/15
18	David Coor	Sarah Johnson	3790 Tuscaro	IF	208-323-5786	3/19/15
NT DIST	Chalson Butkoter	Chalson Butkoter	2375E 113N	IF	208-317-4049	3-19-15
10	Van Marshall	Van Marshall	1559 Alyssa Dr	IF	208-168-1094	4-1-15
21	Kristie Karroum	Kristie Karroum	5480 Abernethy Dr	IF	208-569-9031	4-2-15
12						
13						
14						
15						

A-005 ✓

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: 04.20.15

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify that 4
signatures on this petition are those of qualified electors.



Signed: *Alena Seate*
County Clerk or Deputy

Petition # Alturas Academy
A - 006

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Alturas Academy				
School District Where New Charter School will be Physically Located		91				
<ul style="list-style-type: none"> I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School. 						
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date	
1 ANNETTE JONES	<i>Annette Jones</i>	5063 Parkdale Dr	IF	JD	582-6084	
2 TAMAR'S SIGNATURE	<i>Tamar Ruby</i>	1345 Susanna Ave	IF	1881-3208	3/21/15	
3 DEBRA K. NELSON	<i>Debra K Nelson</i>	1345 Susanna Ave	IF	881-7797	3/21/15	
4 ANGELA BOHNI	<i>Angela Bohni</i>	4420 Palomina Hwy	IF	716-3488	3-21-15	
5 JESS BOHNI	<i>Jess Bohni</i>	4420 Palomina Hwy	IF	716-2353		
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

N.R. Add
 (19)
 (18)
 (13)
 (13)

4/16/2008

Page 6

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: 04.20.15

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify that 3
signatures on this petition are those of qualified electors.



Signed: *Chelma Seale*
County Clerk or Deputy

Petition # Alturas Academy
A-007

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Alturas Academy				
School District Where New Charter School will be Physically Located		91				
I am currently a qualified elector in the above-named school district.						
I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.						
	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
41	1 Katie Butcher		5281 Pamela Dr	Idaho Falls	208-705-0221	4/4/15
41	2 Benjamin Butcher		5281 Pamela Dr	Idaho Falls	208-705-4381	4/4/15
NR	3 Susan Gordon		7295 Meadow Lane	Idaho Falls	619-773-5711	NR, 4, 2015
NR	4 Alexis Siddoway		2860 Sunlight Drive	Idaho Falls	(208) 681-1399	4/4/15
NR	5 Charlie Brown		4535 Cumberland Dr.	Idaho Falls	208-569-7878	4-4-15
NR	6 Annshere Van Orin		335 500 W	Blackfoot	208-604-6603	4/4/15
NR	7 Geena Ferguson		2155 Millibon Dr	Idaho Falls	208-521-2971	4-4-15
NR	8 Arrial Spaseno		3750 S. 35th West IF	Idaho Falls	208-244-2131	4-4-15
NR	9 Susan Butcher		2834 S. 35th W.	Idaho Falls	208-317-7769	4-5-15
NR	10 Luca Westfall		901 E. 600th W. Alturas	Firth	(208) 716-7244	4-5-15
NR	11 Nicole Madsen		1440 Lindway Blvd	Idaho Falls	801-214-4713	4-5-15
	12					
	13					
	14					
	15					

A-007 ✓

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: 04.20.15

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify that 1
signatures on this petition are those of qualified electors.



Signed: *Helena Seate*
County Clerk or Deputy

Petition # Alturas Academy
A-008

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Alturas Academy				
School District Where New Charter School will be Physically Located		91				
I am currently a qualified elector in the above-named school district.						
I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.						
	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16	James Miller		4364 Christy Ln	Ammon	208-524-1875	4-1-15
17	Jeff Powell		5488 Denning Ave	Idaho Falls	208-529-0854	4-1-18
18	Kris Novich		6095 Bay Hill	Idaho Falls	208-252-9993	4-1-15
19	Dustin Bergman		430 Hollow Drive	Tolabo Falls	208-681-9278	4-6-15
20	John Ferguson		1615 Shasta	Tolabo Falls	208-221-5885	4/6/15
21	Starr C Kiprey		5263 Lindee Ln	Idaho Falls	208-681-1150	4-6-15
22						
23						
24						
25						
26						
27						
28						
29						
30						

A-008 /

COUNTY CLERK AFFIDAVIT
CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: 04.20.15

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify that 1
signatures on this petition are those of qualified electors.



Signed: *Melina Deane*
County Clerk or Deputy

Petition # Alturas Academy
A-009

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Alturas Academy			
School District Where New Charter School will be Physically Located		91			
I am currently a qualified elector in the above-named school district. I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.					
Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
16 Tanya Ford	<i>Tanya Ford</i>	3164 Trayer Bridge Cir 83402	Idaho Falls	208-520-1084	3-12-2015
17 Jeremy Wright	<i>Jeremy Wright</i>	800 Lombly	Idaho Falls	208-351-2060	3-12-2015
18 Kasey Archer	<i>Kasey Archer</i>	3255 Alder Circle	Zona	208-705-5279	3-12-2015
19 Kevin Thomas	<i>Kevin Thomas</i>	1105 Klamath	Idaho Falls	208-270-017	3/12/2015
20 Beth Monk	<i>Beth Monk</i>	309 N. Bassett Rd	Roberts	(208) 690-9444	3/12/15
21 JAN DEE MILLER	<i>Jan Dee Miller</i>	3277 Binnacle Dr.	Idaho Falls	(208) 553-6463	3/12/2015
22 JEREMY JENSEN	<i>Jeremy Jensen</i>	2037 Hawk Desert Dr.	Ammon	(208) 206-6510	3/12/15
23 Jennifer Little	<i>Jennifer Little</i>	3108 Fern Blue Dr	Idaho Falls	(208) 403-8433	3/12/15
24 COURTNEY PRESLOH	<i>Courtney Presloh</i>	1504 Falcon Dr	Idaho Falls	(208) 821-8582	3/12/15
25 Chris Hansen	<i>Chris Hansen</i>	4950 Tanagerwood Dr	Idaho Falls	(208) 881-3458	5/12/15
26 Melissa Arnold	<i>Melissa Arnold</i>	2235 12th Dr	Idaho Falls	604-6530	3/12/15
27 Dawna Banks	<i>Dawna Banks</i>	7500 Kimrock Dr.	Idaho Falls	970-999-4470	3/12/15
28 Amber Bates	<i>Amber Bates</i>	20th St.	Idaho Falls	208-557-6081	3/12/15
29 Cindy Martinez	<i>Cindy Martinez</i>	634 Comax	Idaho Falls	350-5512	3/12/15
30 Sharon Wright	<i>Sharon Wright</i>	2990 Trayer bridge	Idaho Falls	589-5986	3/12

A-009 ✓

CERTIFICATION OF SIGNATURES ON PETITION

STATE OF IDAHO,
SS.
County of BONNEVILLE

DATE: 04.20.15

I, Ronald Longmore, County Clerk of BONNEVILLE County, hereby certify that 7
signatures on this petition are those of qualified electors.



Signed: *Altona Deane*
County Clerk or Deputy

Petition # Alturas Academy
A-010

Petition to Establish a New Idaho Public Charter School

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

Name of Proposed New Charter School		Alturas Academy				
School District Where New Charter School will be Physically Located		91				
I am currently a qualified elector in the above-named school district.						
I agree that the above-named proposed new charter school should be approved as an Idaho Public Charter School.						
	Elector's Printed Name	Elector's Signature	Street Address	City	Telephone	Date
1	Philip Harper	<i>Philip Harper</i>	451 Sutteria Dr	Idaho Falls	208-360-1317	3/12/15
2	Samuel DeBolt	<i>Samuel DeBolt</i>	2200 Ruckstene way	Idaho Falls	881-4722	3/12/15
3	Low Kobayashi	<i>Low Kobayashi</i>	15679 25th	" "	201-8256	3/12/15
4	Dylan Bennett	<i>Dylan Bennett</i>	891 S. Street	Idaho Falls	208-500-4408	3/12/15
5	Heather Volmer	<i>Heather Volmer</i>	1130 NIXON AVE.	Idaho Falls	208-604-4512	3/12/15
6	Carol Wilson	<i>Carol Wilson</i>	952 12TH STREET	IDAHO FALLS	208-520-5211	3/12/15
7	Amy Miller	<i>Amy Miller</i>	4602 WIND RIVER	Idaho Falls	260 9143	3/12/15
8	Janice Mylerton	<i>Janice Mylerton</i>	4616 LIZAN	Idaho Falls	208-371-1625	3/12/15
9	Taylor Cottle	<i>Taylor Cottle</i>	910 WINDYVIEW CIR	Idaho Falls	208-542-0523	3/12/15
10	Mauri Hendrick	<i>Mauri Hendrick</i>	1007N. 27E.	Idaho Falls	208-528-6720	3/12/15
11	Larus MacCom	<i>Larus MacCom</i>	2174 Irene Ln.	Idaho Falls	208-619-8337	3/12/15
12	Laurie Jackson	<i>Laurie Jackson</i>	2698 W. 17th S.	Idaho Falls	208-523-8756	3-12-15
13	Diana D Whipple	<i>Diana D Whipple</i>	3820 W. 49 S	Idaho Falls	208-529-3222	3-12-15
14	Shauna Jenkins	<i>Shauna Jenkins</i>	2987 Sandstone DR	Idaho Falls	208-524-2661	3-12-15
15	Bonnie Kramer	<i>Bonnie Kramer</i>	116 Atlantic	Idaho Falls	208-523-6908	3-12-15

A-010

**Think Charter Schools
it's all about the students**

Certificate of Attendance

This certificate is awarded to

Amy Allen

Charter Start! 101 Workshop

February 26 & 27, 2015



Mishelle Clement Taylor

School Choice Coordinator



**Think Charter Schools
it's all about the students**

Certificate of Attendance

This certificate is awarded to

Angey Lybbert

**Charter Start! 101 Workshop
February 26 & 27, 2015**



Michelle Clement Taylor

School Choice Coordinator



**Think Charter Schools
it's all about the students**

Certificate of Attendance

This certificate is awarded to

Katie Davenport

**Charter Start! 101 Workshop
October 15 & 16, 2015**

Michelle Clement Taylor

School Choice Coordinator



**Think Charter Schools
it's all about the students**

Certificate of Attendance

This certificate is awarded to

Sue Holmes

Charter Start! 101 Workshop

October 15 & 16, 2015

Michelle Clement Taylor

School Choice Coordinator



Philip Harper, DMD

Objective Resume for Charter School as Chairman of the Board

Experience Feb 98-2000 LDS Service Mission Antofagasta, Chile

- Speak Spanish Fluently
- Leadership Development
 - Overcome objections/adversity
 - People skills

May 2007-Dec 07 Canyon Falls Dental Jerome, ID

- Dentist
- General Dentistry
 - Managing of 15 team members
 - Patient conflict resolution

Dec 07-present Comfort Care Dental Idaho Falls/Pocatello

- Owner/Dentist
- Manage team of 35
 - Visionary for growth
 - Multiple locations with over 6 million in revenue
 - Hire/fire/train doctors and team members
 - Tracking of marketing,

Education 1996-97, 2000-2003 Utah State University Logan, UT

Pre-dental Biology
 Chemistry, Spanish
 President of Pre-dental Club
 Honor Roll, 3.9 GPA

2003-2007 University of Louisville Louisville, KY

- DMD degree
- Top clinical producer
 - 36 credits a semester

Interests Service to community to leave impactful legacy for future generations

References Ryan Meikle 208-881-4644 Corbet Miskin 208-390-7962

Heath Bowen

463 E. 11th Street • Idaho Falls, ID 83404
(208) 521-5092 • heath.bowen@allegisag.com

EXPERIENCE

Allegis Investment Services, LLC

President, Co-Founder

Idaho Falls, ID
June 2012 - Present

- Founded a Registered Investment Advisor, which oversees approximately 2,500 client accounts and \$250mm in assets under management
- Founded a Broker Dealer, which oversees approximately 3,500 accounts and \$150 assets under management.
- Supervises the day-to-day activities of different department heads including, sales, operations, compliance, and administration
- Is responsible for maintaining good professional relationships with all of the Registered Representatives and Investment Advisor Representatives
- Negotiates competitive contracts with various vendors that are under contract
- Responsible for hiring, firing, and training personnel
- Creates firm policy and infrastructure requisite for a growing business

Allegis Advisor Group, LLC

Chief Marketing Officer; Co-founder

Idaho Falls, ID
February 2009 - Present

- Founded Allegis Advisor Group, an insurance independent market organization that services approximately 600 independent insurance agents
- Negotiated contracts with approximately 40 national insurance carriers
- Planned incentive trips and conferences to accommodate 150+ people
- Mentored independent insurance agents on office management, sales techniques, and technical analysis

BowenGroup Advisors, LLC

Managing Partner

Idaho Falls, ID
May 2003 - Present

- Transitioned a fixed insurance business into a complete financial planning firm including securities and health insurance
- Responsible for hiring, firing and, training personnel
- Recruited several advisors and trained them on life insurance, securities, and health insurance

EDUCATION

Brigham Young University - Idaho

Bachelor of Science, Business Management

Idaho Falls, ID
April 2003

ADDITIONAL INFORMATION

Interests: dirtbikes, winter sports, spending time with family, cycling

Additional Honors: member of the million dollar round table, breakout speaker at the Grant Taggart Symposium

Candise Gilbert

213 Colonial Way
Idaho Falls, ID 83404
208-821-1757
gilbertcandise@yahoo.com

EDUCATION

B.S. Elementary Education, Utah State University, Logan, Utah, May 2004
Emphasis: Science, Graduated Cum Laude, GPA 3.82
A.S. Snow College, Ephraim, Utah, June 1996

WORK EXPERIENCE

Piano Teacher, Idaho Falls, ID 2007-current

- Teach weekly lessons to 32 students, ranging in age from 7-adult. Instruction is tailored to the individual needs of each student. Regular, detailed communication with parents is imperative to a successful learning experience.

English/Health Teacher, Salmon Middle School, Salmon, ID 2004-2005

- Taught 8th Grade English and Health, and 6th Grade Health. Served as Student Council Advisor and oversaw several student activities.

Administrator/Head Teacher, International Language Program, Wuhan, China, January-June 2001

- Responsible for supervision and training of 45 English teachers as well as organization of school schedules and maintenance of records. Observed teachers regularly and ensured that curriculum was taught correctly and effectively.

VOLUNTEER EXPERIENCE

Volunteer English Teacher, Moscow, Russia, January- June 1997

- Learned and developed proficiency with provided curriculum. Taught English to kindergarten students. Participated in language and culture classes and excursions

Volunteer Church Representative, Sydney, Australia, January 1998-August 1999

- Daily interaction with public in sharing personal beliefs, assisted local congregations with organization and operation. Participated in various community service projects.

Adoption Advocate/Educator, Idaho Falls, ID and Las Vegas, NV 2005-2013

- Conducted extensive research in order to develop curriculum to best meet the educational needs of adoptive couples in both Nevada and Idaho. Wrote and revised curriculum based on recommendations from Case Workers. Proposed several options for Agency consideration. Made changes as time, policies, and laws dictated. Communicate regularly with Agency personnel, birth parents, adoptees, and adoptive couples

Classroom Volunteer

- As a mother my greatest desire is for the health and well-being of my family. I have made it a point to spend as much time as possible in my daughter's classroom, making myself and integral part of her education. I have done my best to get to know her teachers and work alongside them to ensure that my daughter is learning and growing to the best of her abilities. I have spent countless hours assisting her classroom teacher with classroom projects, student achievement, as well as classroom activities and performances.

References

- | | | |
|-------------------------|--------------|----------------------|
| • Melanie Hillam | 208-201-1803 | mhillam@cableone.net |
| • Boyd & Barbara Stokes | 208-756-3923 | bbstokes11@gmail.com |
| • Martha Rigby | 208-360-0294 | rigby294@yahoo.com |

Michelle R. Ball

Professional Profile	
	<ul style="list-style-type: none"> Professional educator with almost four decades of experience. Proven success in diversification teaching and thematic teaching. Skilled primary school teacher in both traditional and multi-age classrooms. Published author of K-6th grade Math, Science and Reading curricula. Mentor and advisor to new educators. Engaged, driven, enthusiastic, and passionate professional.
Professional History	
Idaho Falls School District #91 Idaho Falls, ID 1981-2015	<ul style="list-style-type: none"> Taught at three schools in District #91 – Ethel Boyes (Kindergarten), Emerson (Kindergarten), and Sunnyside Elementary (Kindergarten; 1st-3rd Grade Multi-Age Classroom). Practice small group learning and diversification teaching – tailor lessons to the instructional level of each student in my classroom. Develop curricula and individualized lessons that enable students to explore, expand, and deepen their knowledge of the subject. Written and awarded numerous grants ranging from \$1,000 to \$10,000 for technology and teaching tools in the classroom. Organized monthly programs during which students highlight their knowledge in Science, Math, Reading, Geography, and Social Studies. Twice co-chaired a committee that organized a 5k race for students, parents and the community that raised \$34,000 for classroom technology at Sunnyside. Served on the District’s Math and Language Arts Adoption Committees. Provided professional instruction on best practices for teachers during the District’s in-service days.
Fulbright Scholar United States Department of State Bureau of Educational and Cultural Affairs. Prague, Czech Republic 2005	<ul style="list-style-type: none"> Awarded a Fulbright tailored for teachers that included a six week program in Prague, Czech Republic in which elected officials, ministry representatives, teachers, professors, and former Soviet Union officials spoke about the Czech Republic. Developed and shared curricula about Czech and Eastern European history, culture and society that can be adapted for 1st through 6th grade students.
Bonneville School District Ammon, ID 1980-1981	<ul style="list-style-type: none"> Worked as a 3rd grade teacher at Ammon Elementary.
Davis School District Farmington, UT 1978-1980	<ul style="list-style-type: none"> Hired directly out of college to teach 3rd grade.
Publications	
	<ul style="list-style-type: none"> Key participant in writing 1st Grade Language Guides for the Idaho State Department of Education Curricular Materials website (2005). Key participant in writing 1st Grade Reading Guides for the Idaho State Department of Education Curricular Materials website (2005). Co-wrote and published <i>Brown Bag Science Series (Simple Machines; Weather; Senses)</i>, ESC Learning Systems, San Antonio, TX (individual books for 1st through 6th grade)

Michelle R. Ball

- (2003).
- Co-wrote and published *Wake Up, Brain!! 300 Brain-Stretching Challenges for Language Arts, Math, Geography and More*, ESC Learning Systems, San Antonio, TX (individual books for 1st through 6th grade) (2000).

Awards

- Wal-Mart Teacher of the Year for Idaho (2008).
- Recipient of "B Who Makes A Difference Award" for community service for Eastern Idaho (2001).

Grants

- Maeck Foundation grant for "Life of Fred" series to teach math creatively (2013).
- Maeck Foundation grant for thematic units in math (2011).
- Qwest Foundation grant recipient for 11 iPads and educational apps to teach "Out of this World, Out of the Ordinary," a space unit aimed at enhancing technology in the classroom (2011).
- Maeck Foundation grant for T-shirts, T-shirt Jet press, Flip Camera and printer to enhance educational plays (2010).
- INL grant for a visual projector and "Insects Larger than Life" exploration (2009).

Recognitions

- Nominated four times for the "Teacher of the Year Award" by the *Post Register*.
- Nominated six times for "Sylvan Learning Teacher of the Year Award."
- Nominated for "Walt Disney Teacher of the Year Award."
- Nominated twice for inclusion in "Who's Who Among America's Teachers."

Education

Bachelor of Science
University of Utah
 Salt Lake City, UT
 1976-1979

- Majored in Education with a focus on primary school.
- Dean's List.

Professional References

Sarah Browning, Resource Teacher	e: browsara@d91.k12.id.us
Melinda Royer, Principal Harold B. Lee Elementary	e: mroyer@westside202.com
Jen Bishop, Parent	e: jennidubs@yahoo.com
Callie Hatch, Parent Volunteer and Tutor	e: calliehatch@cableone.net
Dane Watkins, Idaho 7 th Judicial District Judge	e: dwatkins@co.bonneville.id.us
Darin Snyder, Research Scientist	e: darin.synder@gmail.com

Interests & Hobbies

- Volunteer Reading and Math tutor for students below grade level during summer

6680 Red Bluff Lane
Idaho Falls, Idaho 83406
t: (208) 521-1385
e: michellerball@gmail.com
w: www.mrsballspectrum.com

Michelle R. Ball

holiday months.

- Marathon runner – have ran 20 marathons across the United States with my husband and three adult children.
 - Skier (downhill and cross country), biking (road and mountain), hiking and trail running.
 - Seasoned traveler – have visited most states in the United States, including famous landmarks and National Parks, as well as 15 countries in Europe, Central America, and the Caribbean. My travels have enhanced curricula development.
-

Angey Lybbert

4400 Colonial Way, Idaho Falls, ID 83404 * 208-529-3701

Education:

1999 – Graduate from the Center for Travel Education

1988-1990 -- Ricks Jr. College, Dance Major

Organizational Skills:

Owned and operated a dance studio consisting of students ages 2-16 for 10 years. I scheduled classes, instructors, performances, competitions and dance camps; arranged travel packages for families when we traveled. Keep inventory of supplies. I served as secretary of the Bridge to Brace Race Committee, organizing in compiling for a 5k/10k race involving 600 runners annually. No matter how busy I am or how many tasks I am working on at one time, the job always gets done!

Managerial Skills:

As office manager of Physician's Billing Center, I opened and closed shop, handled incoming and outgoing calls. Processed mail, stocked office supplies, kept calendar of appointments. Accounts payable, accounts receivable and payroll. Filled in as personal secretary for the President/CEO of Development Workshop when his secretary was away and supervised as needed.

Communication Skills:

I have had excellent communication training. Worked multi-phone lines in a corporation of approximately 150 employees in three locations. Have attended telephone communication seminars. Was co-editor/writer for Monthly Developments (a newsletter produced by Development Workshop, printing and distributing 600 copies monthly, and one of six writers for a tri-annual newsletter being distributed to 2000 individuals, including chamber members, rotary club, economic development council, the Governor and Senator of the State of Idaho and all public elected political officials in 9 counties in Eastern Idaho. Excellent at taking minutes at meetings. I get along well with all co-employees and colleges. I was designated as the trainer of interns with disabilities due to my communication skills, patience and compassion.

Volunteer Time:

I am currently serving as our schools PTO Secretary, Halloween Committee Chair and Teacher Appreciation Chair. I spend numerous hours in my children's school classrooms assisting their teacher with whatever then need. . I am on the Board of Directors of my children's competitive swim team. I also spend many hours a week volunteering with the youth in my church.

Work Experience:

2013- Substitute Teacher for Idaho Falls District 91

2005- Mystery Shopper for Various Companies

03/99-06/02 Melaleuca: Travel Consultant

06/94-12/99 Development Workshop: Administrative Secretary

08/89-06/99 Teton Valley Stars: Owner, Director, and Choreographer

01/94-05/94 Nelson & Townsend CPA's: Accounting Clerk during tax season

01/93-10/93 Bowen Law Office: Legal Secretary

08/92-01/93 Physicians Billing Center: Office Manager

Key Words Which Describe Me:

Reliable

Hard Working

Multi-Tasked

Pleasant

Well Respected

Efficient

Organized

Conscientious

Adaptable

Time Oriented

Punctual

Honest

Professional

Optimistic

Enthusiastic

Angey Lybbert

4400 Colonial Way, Idaho Falls, ID 83404 * 208-529-3701

References:

Laurie May

Currently employed with Bonneville School District #93

208-589-0104

SaraSue Walton

Currently employed with Idaho Falls School District #91

208-317-7393

Tammy Rumsey

Currently employed with Idaho Falls School District #91

&

Owner and Operator of TSR Yard Care

208-881-3208

Susan M. Holmes
2320 Belmont Avenue
Idaho Falls, Idaho 83404
Cell: 208.589.8690
Email: sueholmes@cableone.net

Academic Degrees and Certificates

MA	Idaho State University	1997	Master of Counseling, School Counseling
BA	Whitman College	1980	Psychology

Registered Play Therapy Certificate T-1307	February 2008
Idaho, Licensed Clinical Professional Counselor LCPC 2674	June 2002
Idaho, Basic Educational Technology Competency Certificate	May 1999
Idaho, Pupil Personnel Services, Standard Counselor K/12	August 1997
NBCC, National Certified Counselor NCC 49012	April 1997

Awards

January 2015 Distinguished Service “Medal of Honor”. Idaho Counseling Association

Associated Professional Experience

February 2009 Registered Supervisor through the State of Idaho

Professional Experience

2015-Present Home School Co-op teacher and School Counselor

Taught 5th and 6th grade Math. Taught 1st grade Reading/Language Arts. Taught class counseling lessons.

2012-Present Adjunct Faculty at Northwest Nazarene University, Nampa, Idaho

Taught online course School Counseling, Spring 2012 and Summer 2013. Taught Clinical Applications in Play Therapy II: Play Therapy Techniques and Practices Specific to Special and or Diverse Populations, Spring 2012 and Spring 2014

1998-2015 School Counselor, Sunnyside Elementary, Idaho Falls, Idaho

Provided individual counseling for K-6 students. Facilitated group counseling sessions on anger management, conflict resolution, social skills and divorce. Taught health lessons in 18 classrooms monthly. Taught 20 classrooms monthly lessons from the Kelso’s Choice curriculum. Organized Mix-it-Up Day for 4th through 6th graders. Worked with former Principal to start an Elementary Honor Society chapter at Sunnyside. Served as Advisor for the Elementary Honor Society chapter at Sunnyside. Co-wrote and received a grant for the Olweus anti-bullying program.

Professional Leadership

2006-Present Idaho Counseling Association Executive Director

Negotiated ICA contracts for annual conference. Maintained ICA membership database for ICA members and its divisions. Provided guidance regarding ICA's policies. Researched web design companies and facilitated new database transfer.

2004-2005 Idaho School Counselors Association President

Co-chaired profitable ISCA conference by actively recruiting sponsors/exhibitors. Reinstated the ISCA newsletter. Represented ISCA at the ASCA delegate assembly.

Recent Workshops Attended

July 2015	IB Training, An Introduction to the PYP curriculum model. Austin, TX
March 2015	ACA Annual Conference. Orlando, FL
March 2015	ACA Pre-Conference, Train-the-Trainer Learning Institute: Delivering ACA Approved Presentations on the 2014 ACA Code of Ethics
January 2015	ICA Annual Conference, Harmony in Healing: Blending the Art and Science of Counseling
July 2014	ACA Institute for Leadership Training. Alexandria, Virginia
March 2014	ACA Annual Conference. Honolulu, HI
January 2014	ICA Annual Conference, Cutting Edge Counseling Connection Points for Growth

Professional Affiliations

American Counseling Association, American School Counselors Association, Association for Play Therapy, Idaho Association for Play Therapy, Idaho Career Development Association, Idaho Counseling Association, Idaho Mental Health Counselors Association, Idaho School Counselors Association

References

Heather Tustison, Mental Health Therapist e: heathertustison@gmail.com

Patricia Kay Moor, Capacity Builder for Idaho Building Capacity Project e: moorkay@msn.com

Amy Wilkerson-Gallagher, School counselor e: gallamy@d91.k12.id.us

Katie Davenport

4573 E Majestic View
Idaho Falls, ID 83406
Home: 208-520-2636
katie1241@hotmail.com

Executive Profile

Business Owner driven to manage costs and establish strategic, mutually beneficial partnerships and relationships with clients, employees and the community. Ambitious woman who creates strategic alliances with organization leaders to effectively align with and support key business initiatives. Builds and retains high performance teams by hiring, developing and motivating skilled professionals.

Skill Highlights

- Small business development
 - Leadership skills
 - Business operations organization
 - Client account management
 - Employee relations
 - Self-motivated
 - Customer-oriented
 - Staff retention
 - Leader
 - Communication
 - Industry Expert
 - Contract negotiations
 - Training and Development
 - Expense control
-

Core Accomplishments

Business Owner:

Entrada, LLC 2006-present

- Owner of largest medical billing/consulting company in the region, with a staff of 18 employees that handle over 12,000 transactions per month for approximately 40 offices across two states.
- Double digit growth every year for the past 8 years in the face of a recession and complicated Federal Government rules and regulations.

Energy Pro, LLC 2014-present

- - Partner in trucking company, responsible for budgeting and accounts payable.
 - Assisted in finding ways to reduce cost ultimately widening profit margins
-

Professional Experience

May 2015

October **Entrada**

2006 Idaho Falls, ID

to Current **Owner**

Manages entire business function as well as provides comprehensive consulting services for a myriad of medical, mental health and ambulance carriers.

August **Community Care**

1997 Idaho Falls, ID

to **Administration**

December Handled A/R for the three-location chain of clinics and consulted regularly for the Rigby and Rexburg location. Also managed and trained new staff on compliance, basic coding and billing practices, medicare law and state law. Consistently displayed quick learning and competency with any task given.

Education

2002 **Brown Consulting**

Twin Falls, ID

Medical Coding

Completed comprehensive coding course to earn the CPC certification

1998 **Utah State University**

Logan, UT

Katie Davenport References:

Bradford Talcott MD PhD: Neurology 208-552-4823

Craig Sorensen: CEO Leavitt Womens Healthcare OB/GYN 208-529-5945

Eric Isom: CEO Ball Ventures Properties 208-757-2162

Jared W. Allen

248 Whisper Cove Place Idaho Falls, Idaho 83404
Phone: (208) 227-6898 E-Mail: jaredallen@me.com

PROFESSIONAL EXPERIENCE

ATTORNEY • Beard St. Clair Gaffney (Idaho Falls, ID)

January 2010 - Present

Partner in 17 attorney firm working on both the litigation and business teams. Advise health care professionals on compliance issues in the heavily regulated health care industry. Create custom contracts related to construction, intellectual property protection, medical imaging services, retail supply, real property leasing, real estate investing, wholesale distribution, and more. Enforce construction related agreements including construction contracts and acquisition documents through litigation and alternative dispute resolution. Manage collections for manufacturer/wholesalers and medical/dental practices. Complex commercial litigation experience including contract enforcement, FECPA claims, corporate and other entity dissolution, employment discrimination and labor claims, crop loss and other agribusiness disputes, professional malpractice, intellectual property infringement, racketeering and commercial fraud, commercial defamation, and construction defect claims

Area Manager and General Counsel • Compax (Salt Lake City, UT)

January 2007 – January 2010

Dual role employment. Managed sales in the northwestern United States for this international packaging manufacturer and distributor, increasing sales and customer base year over year during entire tenure. Oversaw all non-employment related legal issues including contract preparation and review, risk assessment analysis, regulatory compliance and vendor and customer dispute resolution.

ATTORNEY • Beard St. Clair Gaffney McNamara (Idaho Falls, ID)

May 1998 – January 2007

Responsible for all aspects of multi-jurisdiction litigation practice. Co-management of litigation staff. Oversight of firm's human resources needs including hiring, firing, and compliance. Litigation oversight in a wide variety of complex commercial and non-commercial litigation.

EDUCATION

JURIS DOCTOR • University of Idaho College of Law (Moscow, ID)

Spring 1998

Cum Laude. Member of International Legal Fraternity of Phi Delta Phi.

BACHELOR OF ARTS • English • Brigham Young University (Provo, UT)

Spring 1995

SKILLS

- Legal research and writing – Responsible for training 17 attorney firm on legal writing.
- International Experience – Lived in Portugal for 2 years where I became fluent in Portuguese.
- Accomplished litigator – Qualified for Million Dollar Advocates Forum, a select group of less than 1% of U.S. lawyers.

REFERENCES

- John Chambers, M.D., Idaho Heart Institute, 2985 Cortez, Idaho Falls, ID Tel: (208) 523-3373
- Brent Chapman, DDS, Idaho Endodontics, 1555 Times Square Lane, Boise, ID Tel: (208) 672-8860
- Jeff Herring, Chief HR Officer, University of Utah, Salt Lake City, UT Tel: (801) 573-6218

www.linkedin.com/pub/jared-allen/13/611/272

**Alturas Academy
Board of Directors
Code of Ethics and Conduct**

The Board of Directors of Alturas Academy (the Academy), recognizing their role as overseers of public education, by subscribing below, do commit to the following Code of Ethics and Conduct.

1 Governance Practices

1. The Board's function is the provision of education and the Board shall strive to maintain a balance between fiscal responsibility and accountability for results.
2. No member of the Board has individual authority.
3. Board decisions can only be transacted at official Board meetings.
4. Each Board member should freely ask questions and give opinions and know that this involvement is valued and important.
5. Once the majority of the Board makes a decision in good faith, it is the decision of the Board.
6. Board members should support cohesiveness in the school's culture and not speak against any final decision that was reached in good faith.
7. Board members shall respect and encourage the expression of opinion by all Board members; listen fairly to individual opinions and work in a spirit of harmony despite differences.
8. The Board will respect the autonomy of the administrator in making daily operational decision subject to the policy making and supervisory authority of the Board.

2 Policy Development

1. The Board will determine the necessary policies for the governance of the school after full discussion and opportunity for public comment in accordance with Idaho's open meeting laws.
2. The Board will uphold and promote policies of the Board subject to periodic review to ensure effectiveness and alignment with applicable laws, rules and regulations.

3 Fiscal and Operational Oversight

1. The Board is responsible for the financial health of the Academy.
2. Funds and resources will be managed responsibly to promote the school's mission, vision, and educational program goals.
3. The Board will support fundraising activities as deemed necessary and appropriate by the Board.
4. Financial practices and procedures will be accurate, transparent, and consistent with all applicable laws, rules, and regulations.

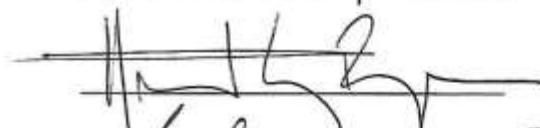
4 Board Conduct

1. All meetings shall be conducted in accordance with applicable bylaws, laws, rules and regulations.
2. The Board shall diligent seek to uphold all other applicable federal and state laws and local ordinances.
3. The Board shall act to protect the civil and human rights of all members of the school community and shall protect whistleblowers in accordance with the requirements of applicable law.
4. The Board shall respect the confidentiality of information that is privileged, including all non-public session discussions.
5. All Board members shall refrain from receiving any compensation, gifts, or remuneration of any kind that would give rise to a conflict of interest and shall at all times conduct themselves in a manner consistent with the requirements of the Conflict of Interest Policy.

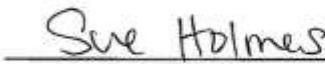


















Conflict of Interest Policy

1. Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's (Organization) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

2. Definitions

2.1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2.1. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
2. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Section 3.2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

3. Procedures

3.1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

3.2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3.3. Procedures for Addressing the Conflict of Interest

1. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
2. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

3. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
4. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

3.4. Violations of the Conflicts of Interest Policy

1. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
2. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

4. Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

5. Compensation

1. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
3. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

6. Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

1. Has received a copy of the conflicts of interest policy,
2. Has read and understands the policy,
3. Has agreed to comply with the policy, and
4. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

7. Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
2. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

8. Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

ORGANIZING GROUP - PARENTS/PROFESSIONALS					
LAST NAME	FIRST NAME	EMAIL	PHONE	COMMITTEE	Anticipated Contribution to Enrollment
ALLEN	Jared	jaredallen@me.com	208-227-6898	Board/Legal	1
ALLEN	Amy	AmyCeleste@cableone.net	208-313-6076	Facilities	1
ANDERSON	Carol	carol@carolvanderson.com	208-390-8950	Curriculum	1
BALL	Michelle	mrsball1516@gmail.com	208-521-1385	Board/Curriculum	0
BISHOP	Jennifer	jenndubs@yahoo.com	208-604-1405	Nutrition	2
BOWEN	Heath & Erin	heathbowen@gmail.com	208-521-5092	Board/Finance	2
BUTCHER	Ben & Katie	benkatiebutcher@yahoo.com	208-705-0221	Marketing	3
DAVENPORT	Katie	katie1241@hotmail.com	208-520-2636	Board/Finance	3
GILBERT	Candise	gilbertcandise@yahoo.com	208-821-1757	Board/Secretary	1
GILBERT	Jarom	jarommg@yahoo.com	208-821-1592	Clerical	1
HALES	Jen	redhales@gmail.com	208-270-2808	Marketing	2
HALES	Jason	jhalestbird@gmail.com	208-569-9583	Marketing	2
HANSEN	Kathleen	kathy@rivserv.com	208-521-6573	SpEd	0
HARPER	Phil	drphil_dmd@hotmail.com	208-360-1317	Board/Business	2
HARPER	Amanda	amandaharper05@gmail.com	208-360-1371	Fundraising	2
HOLMES	Sue	sueholmes@cableone.net	208-589-8690	Board/SpEd	0
HUNTER	Kristel	kristelhunter@gmail.com	208-709-6485	Transportation	3
HUNTER	Collin	chunter@iccu.com	208-709-2874	Transportation	3
LYBBERT	Angey	angeysstuff@msn.com	208-681-6018	Board/Clerical	2
LYBBERT	Tate	tolybb@msn.com	208-716-6013	Clerical	2
MORGAN	McKenzie	mckenziebowen@hotmail.com	208-201-4651	Marketing	3
MORGAN	Brando	brando.morgan@gmail.com	208-520-0495	Marketing	3
MURPHY	Chris & Kimri	kimri@live.com	208-357-6703	Publicity	3
OGDEN	Christine	christineodgen81@gmail.com	208-709-6634	Clerical	3
SNYDER	Darin & Aniko	anikosnyder@gmail.com	208-315-1457	Marketing	1
WALKER	Preston & Katie	katiwalk@icloud.com	208-757-2800	Facilities	2
WATKINS	Dane & Angelia	watkinsa@byui.edu	208-403-5506	Human Resources	1
WATKINS	Damond & Jinger	mascoma3@me.com	208-520-2971	Facilities	2

Upon approval it is anticipated that all of the above listed individuals will contribute time, talents, and energies during pre-opening. Time contributed will vary among individuals, but this group has proven to be supportive, attentive, and willing to help when called upon.

Alturas International Academy

Prepared by:

Douglas G. Ball, CPCU



www.buckner.com

SALT LAKE CITY, UTAH • OGDEN, UTAH • IDAHO FALLS, IDAHO • REXBURG, IDAHO • BOISE, IDAHO



Your Buckner Team

Account Executive	Douglas G. Ball
	dball@buckner.com
	(208) 523-9100
Account Manager	Lisa Thorne
	lthorne@buckner.com
	(208) 656-7934
Assistant Account Manager	Hayli Aicher
	haicher@buckner.com
	(208) 656-7936
Associate Account Manager	Meggan Davenport
	mdavenport@buckner.com
	(208) 656-7932
Claims Representative	Brad Larsen
	claims@buckner.com
	(801) 937-6733
Surety Operations	Monica Nelson
	mnelson@buckner.com
	(208) 656-7930
Personal Home and Auto Insurance Representative	Angie Grover
	agrover@buckner.com
	(208) 656-7936
Employee Benefits Representative	Blaine Allen
	ballen@buckner.com
	(801) 866-0866



Property

Policy Term: 5/1/2016 - 5/1/2017

Carrier Name: Philadelphia Insurance Companies

AM Best Rating: A++, XV

Location: 1, Building: 1

3950 S. Yellowstone

Idaho Falls, ID 83401

Location	Subject of Insurance	Limits	Valuation
3950 S. Yellowstone	Business Personal Property	\$ 100,000	Replacement Cost
3950 S. Yellowstone	Business Personal Property of students	Included	Replacement Cost

Cause of Loss	Special (Including theft)
Coins %	Agreed Value
Deductible	500

Policy Level Additional Coverages:

- Property enhancement endorsement for schools
- \$100,000 on personal property including coverage for property of students
- \$50,000 in electronic equipment
- \$100,000 in employee or volunteer theft
- \$250,000 in business income and extra expense to operate school at different location if covered loss makes the premises unoccupied.



General Liability

Policy Term: 5/1/2016 to 5/1/2017

Carrier: Philadelphia Insurance Companies

AM Best Rating: A++, XV

General Aggregate applies per: Policy

Coverage	Limits
General Aggregate	\$3,000,000
Products/Completed Operations Aggregate	Included
Personal & Advertising Injury	\$1,000,000
Each Occurrence	\$1,000,000
Fire Damage (Any One Fire)	\$300,000
Medical Expense (Any One Person)	\$5,000
Employee Benefits	\$1,000,000

Hazard Schedule

Loc #	Hazard #	Classification	Class Code	Exposure	Premium Basis
-------	----------	----------------	------------	----------	---------------

Additional Coverages:

- Non owned and hired auto liability
- Includes fund raising events
- Educators professional liability including defense reimbursement
- Employment practices liability
- Abuse and Molestation
- Corporal punishment
- Employee benefits liability
- GL enhancement endorsement for schools



Business Auto

Policy Term: 5/1/2016 - 5/1/2017

Carrier: Philadelphia Insurance Companies

AM Best Rating: A++, XV

Coverage	Symbol	Limit
Hired Auto Liability	8	\$1,000,000
Non Owned Auto Liability	9	\$1,000,000

COVERED AUTO SYMBOLS		
(1) ANY AUTO	(4) OWNED AUTOS OTHER THAN PRIVATE PASSENGER	(7) AUTOS SPECIFIED ON SCHEDULE
(2) ALL OWNED AUTOS	(5) ALL OWNED AUTOS WHICH REQUIRE NO-FAULT COVERAGE	(8) HIRED AUTOS
(3) OWNED PRIVATE PASSENGER AUTOS	(6) OWNED AUTOS SUBJECT TO COMPULSORY U.M. LAW	(9) NON-OWNED AUTOS



Workers Compensation

Policy Term: 5/1/2015 - 5/1/2016

Carrier Name: Idaho State Insurance Fund

AM Best Rating:

Employers Liability Coverage	Limits
Each accident	\$100,000
Disease - Policy limit	\$500,000
Disease - Each Employee	\$100,000

Location	Class Code	Categories/Duties/Classifications	Estimated Annual Remuneration/Payroll	14/15 Work
1	8868	Professional & Clerical		
1	9101	Other than Professional & Clerical		



D&O

Policy Term: 5/1/2015 - 5/1/2016

Carrier Name: Philadelphia Insurance Companies

AM Best Rating: A++, XV

Coverage	Limits
Each Occurrence	\$1,000,000
Aggregate	\$1,000,000

- Defense outside of limits
- Internet Liability
- Employment practices with 3rd party liability



Commercial Umbrella

Policy Term: 5/1/2015 - 5/1/2016

Carrier Name: Philadelphia Insurance Companies

AM Best Rating: A++, XV

Limits of Liability

Occurrence

Each Occurrence	\$1,000,000
Aggregate	\$1,000,000
Retained Limit	\$15,000

Underlying Liability Limits

General Liability	\$1,000,000	Each Occurrence
	\$2,000,000	General Aggregate
	\$2,000,000	Prod Comp Ops Aggregate
	\$1,000,000	Personal & Adv Injury
Employers Liability	\$100,000	Each Accident
	\$500,000	Disease-Policy Limit
	\$100,000	Disease-Each Employee



Premium Summary

Policy Term: 5/1/2015 - 5/1/2016

Carrier Name: Philadelphia Insurance Companies

AM Best Rating: A++,XV

Description of Coverage	Premium
Property	\$TBD
Commercial Inland Marine	\$TBD
Commercial General Liability	\$TBD
Commercial Automobile	\$TBD
Workers' Compensation	\$TBD
Umbrella Liability	\$TBD
Total Estimated Premium	\$TBD

Premium will be quoted once the charter is approved.

The information on these pages is for general informational purposes only. This is not a policy. Descriptions of coverages on these pages are limited by the terms, conditions, definitions, and exclusions of individual insurance policy contracts. Rates could be subject to change per underwriting criteria.



Coverage Acceptance Form

Named Insured: Alturas International Academy

Please check one of the following options

- I have received the above insurance proposal presented and accept the terms as outlined. I also understand my financial obligation for the premiums and fees as described in the premium summary section. I am requesting coverage bound effective: _____
- I have reviewed the preceding insurance proposal and accept the terms with the following changes effective: _____ (Continue on back with changes, if necessary.)
_____ (Initial) I authorize the delivery of my policy in an Electronic Format. I understand that my policy will NOT be mailed to me unless I request a copy.

Insured's Signature

Printed Name

Title

Date

Producer's Signature

Printed Name

Title

Date

Corporate Office

Central Region

Florida Region

Metro Region

Mid-Atlantic Region

North Central Region

Northeast Region

Northwest Region

Ohio Valley Region

Rocky Mountain Region

Southeast Region

Southwest Region

Sunbelt Region

Western Region

TOKIO
MARINE
GROUP



ACADEMIC SCHOOLS



PHILADELPHIA
INSURANCE COMPANIES

A Member of the Tokio Marine Group

A.M. Best A++ Rating
Ward's Top 50
97.5% Claims Satisfaction
100+ Niche Industries

800.873.4552 | **PHLY.com**

ACADEMIC SCHOOLS

Philadelphia Insurance Companies (PHLY) specializes in the Academic School industry. We understand how to provide a flexible and comprehensive insurance program for risks all across the United States.

Key Benefits

General Liability

- Comprehensive General Liability - limits to \$1M each occurrence/\$3M aggregate
- Science Laboratory coverage provided
- General aggregate per campus
- Corporal Punishment coverage available
- Abuse and Molestation coverage available
- Medical Incident Liability for nurses
- Broad named insured wording automatically included

Educators Protection Plus

- Broad definition of education services
- Defense costs in addition to Limit of Liability
- Most favorable venue wording for punitive, multiple, and exemplary damages

Property

- Blanket limits with large in-house capacity
- Coverage for property of students
- Vandalism Reward Reimbursement coverage
- Tuition reimbursement included
- Property enhancement form
- Ordinance or Law coverage included
- Boiler or Mechanical Breakdown

Umbrella/Excess Liability

- Large Excess limits available

Automobile

- Owned/non-owned/hired auto
- Liability and physical damage
- Rental reimbursement
- Coverage can include buses

Crime and Fidelity

- Employee Dishonesty
- Forgery or Alteration

Bell Endorsement - Includes \$50,000 limits each for Business Travel Accident Benefit, Donation Assurance, Emergency Real Estate Consulting Fee, Identity Theft Expense, Image Restoration and Counseling, Key Individual Replacement Expenses, Kidnap Expense, Terrorism Travel Reimbursement, and Workplace Violence Counseling. \$25,000 limits for each Conference Cancellation, Fundraising Event Blackout, Political Unrest (\$5,000 per employee), Temporary Meeting Space Reimbursement, and \$1,500 Travel Delay Reimbursement

Crisis Management Enhancement Endorsement \$25,000 limit for crisis management emergency response expenses incurred because of an incident giving rise to a "crisis"

Documents Required for Proposal

- Completed, signed, and dated PHLY Academic School supplemental application
- Completed ACORD application(s)
- Currently valued insurance company loss runs for the current policy period plus three (3) prior years
- Photographs of location(s)
- Latest financial statement
- Brochure, advertising materials, and website information

Risk Management Services

- Risk Management Services available for all PHLY Academic School policies
- Risk Management Services available for all PHLY Umbrella/Excess Liability policies

10 REASONS WHY

1. PHLY is a member of the **Ward's 50** Benchmark Group of Property/Casualty insurance companies for outstanding achievement in the areas of financial strength, claims performance, and consistently favorable underwriting results.
2. PHLY is a member of the **A.M. Best** "A++" (Superior) rating class.
3. PHLY is a member of the **Standard & Poor's** "AA" (Superior) rating class.
4. PHLY is a member of the **NAIC** (National Association of Insurance Commissioners) "A++" (Superior) rating class.
5. PHLY is a member of the **NAIC** (National Association of Insurance Commissioners) "A++" (Superior) rating class.
6. PHLY is a member of the **NAIC** (National Association of Insurance Commissioners) "A++" (Superior) rating class.
7. PHLY is a member of the **NAIC** (National Association of Insurance Commissioners) "A++" (Superior) rating class.
8. PHLY is a member of the **NAIC** (National Association of Insurance Commissioners) "A++" (Superior) rating class.
9. PHLY is a member of the **NAIC** (National Association of Insurance Commissioners) "A++" (Superior) rating class.
10. PHLY is a member of the **NAIC** (National Association of Insurance Commissioners) "A++" (Superior) rating class.

CONTACT US 800.873.4552 | **PHLY.com**

13 REGIONAL OFFICES: For the office nearest to you, please see the listing on the front page.

RISK MANAGEMENT SERVICES: 800.873.4552

CLAIMS REPORTING: 800.765.9749

800.685.9238 Fax | Email: claimsreport@phly.com
Gather facts, mitigate loss, inventory damage

PAYMENT OPTIONS: 877.438.7459

Email: custserv@phly.com | Direct billed |
Interest-free installments available | MasterCard,
Visa, Discover, American Express, electronic checks

ABOUT US

Company Profile

Philadelphia Insurance Companies (PHLY) headquartered in Bellefonte, PA, designs, markets, and underwrites commercial property/casualty and professional liability insurance products, incorporating watershed coverage and services for select industries. By maintaining a disciplined approach to business, we provide greater security for our policyholders and superior value for our shareholders. PHLY has field offices strategically located across the United States to provide superior service. Rated "A++" (Superior) by A.M. Best Company, Rated "AA" by Standard & Poor's, PHLY is a member of the **Waters Market Group**, among the oldest and leading property/casualty insurers.

PHLY has three underwriting divisions:
Commercial Lines
Management & Professional Liability
Personal Lines

A.M. Best Rating

The Company's two insurance subsidiaries are pooled for risk assumption and accumulated surplus. A.M. Best Company has assigned the insurance subsidiaries an "A++" (Superior) rating.

Standard & Poor's

Assigned "AA" for investment credit and financial strength.

Ward's 50

Nationally recognized as a member of Ward's 50 Benchmark Group of Property/Casualty insurance companies for outstanding achievement in the areas of financial strength, claims performance, and consistently favorable underwriting results.

MISSION STATEMENT

PHLY is a team of motivated, high achievers committed to delivering innovative products and exceptional service to the insurance markets. By maintaining a disciplined approach to business, we provide greater security for our policyholders and superior value for our shareholders. We believe that integrity and mutual respect are the foundation of long-term and fulfilling relationships with our employees, customers, and business partners.

PHLY is a member of the **Ward's 50** Benchmark Group of Property/Casualty insurance companies for outstanding achievement in the areas of financial strength, claims performance, and consistently favorable underwriting results.



PHLY.com | 800.873.4552



PRODUCT HIGHLIGHTS

ACADEMIC SCHOOLS

Benefits of this Program

Philadelphia Insurance Companies (PHLY) specializes in the Academic School industry. We understand how to provide a flexible and comprehensive insurance program for risks all across the United States. For all your Academic School needs, visit our website at PHLY.com.

Key Benefits

General Liability

- Comprehensive General Liability - limits to \$1M each occurrence/\$3M aggregate
- Science Laboratory coverage provided
- Special Events Liability
- General aggregate per campus
- Educator's Professional Liability
- Employee Benefits Liability
- Corporal Punishment coverage available
- Abuse & Molestation coverage available
- Medical Incident Liability for nurses
- Broad named insured wording automatically included

Professional Educational Legal Liability

- Broad definition of education services
- Limits up to \$1.5M available
- Defense costs in addition to Limit of Liability
- Most favorable venue wording for punitive, multiple, and exemplary damages

Property

- Blanket limits with large in-house capacity
- Coverage for property of students
- Vandalism Reward Reimbursement coverage
- Replacement Cost endorsement
- Business Income changes - educational institutions (tuition reimbursement)
- Property enhancement form
- Ordinance or Law coverage included
- Boiler or Mechanical Breakdown coverage included

Umbrella/Excess Liability

- Large Excess Limits available

Automobile

- Owned/non-owned/hired auto
- Liability and physical damage
- Rental reimbursement
- Coverage for fleets including 60+ passenger buses

Crime and Fidelity

- Employee Dishonesty
- Forgery or Alteration

Bell Endorsement

- Includes \$50,000 limits each for Business Travel Accident Benefit, Donation Assurance, Emergency Real Estate Consulting Fee, Identity Theft Expense, Image Restoration and Counseling, Key Individual Replacement Expenses, Kidnap Expense, Terrorism Travel Reimbursement, and Workplace Violence Counseling. \$25,000 limits for each Conference Cancellation, Fundraising Event Blackout, Political Unrest (\$5,000 per employee), Temporary Meeting Space Reimbursement, and \$1,500 Travel Delay Reimbursement

Crisis Management Enhancement Endorsement

- \$25,000 limit for crisis management emergency response expenses incurred because of an incident giving rise to a "crisis"

Risk Management Services

- Product specific web-based Risk Management Services solutions through PHLY.com/RMS
- Free online interactive Defensive Driver Training course and examination
- Regular e-flyer communications on current Risk Management Services issues and Large Loss Lessons Learned
- Strategic partnership with best-in-class vendor for discounted background & motor vehicle record (MVR) checks

Documents Required for Proposal

- Completed, signed, and dated PHLY Academic School supplemental application
- Completed ACORD application(s)
- Currently valued insurance company loss runs for the current policy period plus three (3) prior years
- Photographs of location(s)
- Latest financial statement
- Brochure, advertising materials, and website information

continues on next page...

ACADEMIC SCHOOLS - *continued*

Service

- Clients are serviced by both our Home Office staff as well as our Regional Offices located throughout the country

Carrier

- These coverages are underwritten by Philadelphia Insurance Companies, rated A++ (Superior) by A.M. Best; Nationally recognized as a member of Ward's Top 50; Forbes Magazine has recognized PHLI as one of the 400 Best Big Companies in America

Payment Terms

- Interest-free installments available for accounts that generate at least \$2,000 in premium

For more information about our products and services please visit us at PHLY.com

800.873.4552

Philadelphia Insurance Companies is the marketing name for the insurance company subsidiaries of the Philadelphia Consolidated Holding Corp., a Member of the Tokio Marine Group. Your insurance policy, and not the information contained in this document, forms the contract between you and your insurance company. If there is a discrepancy or conflict between the information contained herein and your policy, your policy takes precedence. All coverages are not available in all states due to state insurance regulations. Certain coverage(s) may be provided by a surplus lines insurer. Surplus lines insurers do not generally participate in state guaranty funds and insureds are therefore not protected by such funds. | © 2007-2013 Philadelphia Consolidated Holding Corp., All Rights Reserved.





Ph. 208.656.7784

181 N Ridge Ave #46
Boise, ID 83722

Deli@ArugulaDeli.com
ArugulaDeli.com

April 21, 2015

To Whom It May Concern:

We have visited with representatives from Alturas Academy and formally express our intent to provide school lunches to the students and faculty there. We will develop a specific menu with pricing at a future date when an agreement is reached between Arugula Deli and Alturas Academy.

We look forward to working with Alturas in the future and appreciate the opportunity to provide healthy, tasty options for the children in our community.

Best Regards,

A handwritten signature in black ink, appearing to read "Mindy Gutierrez", with a long horizontal flourish extending to the right.

Mindy Gutierrez
Co Owner Arugula Deli



TETON STAGE LINES

Charter Buses Anytime • Anyplace

P.O. Box 51455 Idaho Falls, ID 83405-1455
Telephone (208) 529-8036 877-529-8036
FAX (208) 529-2364 info@tetonstagelines.com
www.tetonstagelines.com

Alturas Academy
C/O Kristel Hunter
188 Cobblestone Lane
Idaho Falls, ID 83404
Attn: Kristel Hunter

April 14, 2015

RE: Request for Proposal.....

Kristel Hunter:

Please let this letter serve as a Notice of Intent to Respond to the Request for Proposal to provide school bus transportation to and from the school for Alturas Academy for approximately 200 eligible students.

Teton Stage Lines is currently providing service to Monticello Charter School, Taylor's Crossing Charter School and the White Pines Charter Schools in the Idaho Falls, Idaho area, We would love to have the chance to bid for your work as well.

We will await your Request for Proposals.

Sincerely:

Donavan Harrington
General Manager
Teton Stage Lines



To whom it may concern:

I, Katie Davenport, commit my support by donating \$25,000 to Alturas International Academy. This donation is dependent upon the Academy obtaining approval from the State. Please feel free to contact me with any questions.

Sincerely,

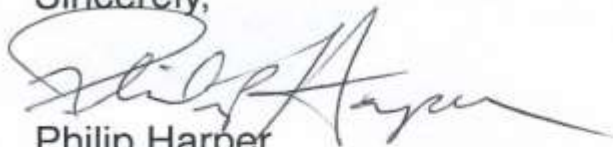
A handwritten signature in black ink that reads "Katie Davenport". The signature is written in a cursive style with a long horizontal stroke at the end of the name.

Katie Davenport
208-520-2636

To whom it may concern:

I, Philip Harper, commit my support by donating \$25,000 to Alturas International Academy. This donation is dependent upon the Academy obtaining approval from the State. Please feel free to contact me with any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Philip Harper", written over a circular stamp or mark.

Philip Harper
208-360-1317

Letter of Intent of Financial Support

To Whom It concern,

Please let it be known that it is my intent to provide financial support to the proposed charter school Alturas International Academy once the school has been approved by the state and any other applicable governing bodies. I pledge my support in the amount of \$25,000.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mary Mitchell', written in a cursive style.

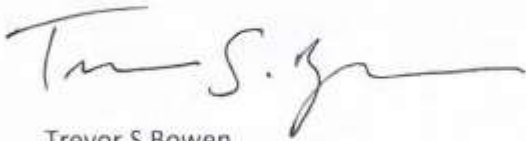
Mary Mitchell
6702 S Nottingham
West Jordan, UT 84084

Letter of Intent of Financial Support

To Whom It concern,

Please let it be known that it is my intent to provide financial support to the proposed charter school Alturas International Academy once the school has been approved by the state and any other applicable governing bodies. I pledge my support in the amount of \$25,000.

Sincerely,

A handwritten signature in black ink, appearing to read "Trevor S. Bowen". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Trevor S Bowen
2410 E 25th Circle
Idaho Falls, Idaho 83404

Letter of Intent of Financial Support

To Whom It concern,

Please let it be known that it is my intent to provide financial support to the proposed charter school Alturas International Academy once the school has been approved by the state and any other applicable governing bodies. I pledge my support in the amount of \$25,000.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Folker". The signature is fluid and cursive, with the first name "Michael" and last name "Folker" clearly distinguishable.

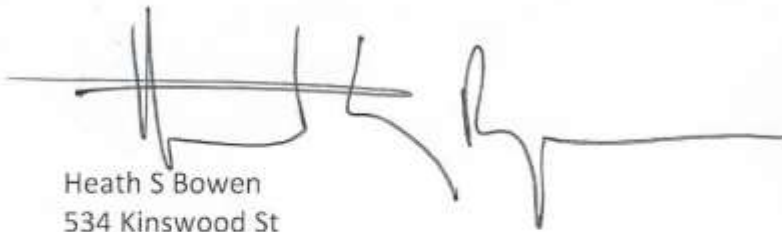
Michael Folker
3247 Old Castle Circle
Idaho Falls, Idaho 83404

Letter of Intent of Financial Support

To Whom It concern,

Please let it be known that it is my intent to provide financial support to the proposed charter school Alturas International Academy once the school has been approved by the state and any other applicable governing bodies. I pledge my support in the amount of \$50,000.

Sincerely,

A handwritten signature in black ink, appearing to read 'Heath S Bowen', written over a horizontal line.

Heath S Bowen
534 Kinswood St
Idaho Falls, Idaho 83404

Kent Oram is the CEO for Idaho Central Credit Union. Please refer below.

Collin Hunter
ICCU

-----Original Message-----

From: Kent Oram [mailto:kent.oram@gmail.com]

Sent: Monday, May 04, 2015 3:30 PM

To: Collin Hunter

Cc: Aaron McCabe; Shelli Bardsley; Brenda Worrell

Subject: Charter School

We would be happy to donate \$25k to your capital campaign. If there are any advertising opportunities as a result, that would be nice too but that is not a condition of the donation.

Good luck raising all the \$ to make a difference in IF.

Kent



September 22, 2015

To: Idaho Falls District #91 School Board
Chair Lisa Burtenshaw
Vice Chair Deidre Warden
Treasurer Larry Haws
Clerk Bryan Zollinger
Trustee David Lent
cc: Superintendent George Boland
Re: Support Alturas International Academy Charter School

Dear Idaho Falls District #91 Board of Trustees,

I am writing in support of the Alturas International Academy Charter School. My name is Terry Ryan and I am CEO of the nonprofit school support organization Bluum. We are committed to providing grant and technical support to high-performing schools models in Idaho, and the Alturas Academy is high on our list of schools to support.

Idaho Falls District #91 is one of the state's fastest growing districts and the community needs to add more school capacity to meet the needs of its growing student population. The International Baccalaureate model is one of the fastest growing instructional models in the country and Idaho Falls families will benefit from this model. It prepares young people for success in higher education, business and community leadership. My own daughters attend an IB school in Boise.

I am very happy to write this letter of support because the team leading the Alturas International Academy Charter School are community leaders who have put together a very serious proposal for a high performing school based on an internationally recognized instructional model. I encourage you to support this effort. We will.

Sincerely,

Terry Ryan
Chief Executive Officer

1010 W JEFFERSON ST, SUITE 201 BOISE, ID 83702
BLUUM.ORG



November 9, 2015

Mr. Alan Reed
Chairman
Idaho Public Charter School Commission

RE: Alturas International Academy Charter School

Dear Mr. Reed,

Building Hope was created over 10 years ago to help quality public charter schools overcome the significant facility barriers that exist in a competitive real estate market. Building Hope, a non-profit organization, offers a variety of programs in Idaho designed to help schools overcome these barriers 1) lending money at below market rates; 2) identifying, acquiring and developing buildings at below market rates; 3) extending credit and lease guaranties; and 4) providing professional services.

For start-up charter schools such as Alturas, a lack of operating history and a low number of students in the early years only add to an already challenging environment. We have spoken with the founding team of Alturas on numerous occasions and have had contact with them through our partnership with Bluum. We have informed them of our services, facility challenges and opportunities, affordability, and the other players in the charter school arena in eastern Idaho.

We have reviewed the school charter application and the Idaho Falls market for student demand. We believe there is significant student demand for this academic approach and thoughtful leadership that is ready to go. We are prepared to lend our support to this new school through the facilities process. Building Hope has a 100% success rate in helping new schools secure space at below market rates and we are confident that this success will continue for the 2016/17 school year to accommodate Alturas Academy.

We look forward to working with the Alturas Academy team to identify a specific space once they receive their charter.

Sincerely,

Dru Damico
Director, Western U.S.

501 Baybrook Court
Boise, Idaho 83706

ddamico@bhope.org
(208) 941-3610

Appendix F: Assumptions

ALTURAS INTERNATIONAL ACADEMY - ASSUMPTIONS and BUDGET DETAILS

Unit ADA calculations were computed using a 93% attendance rate. Alturas International Academy fully expects ADA to exceed this percentage.

State revenue will be in accordance with the current estimates.

Cash flow statement includes revenue in the month of July for an advance payment in accordance with Idaho code.

Signed contribution/donation commitments will be fulfilled prior to the school opening.

Enrollment estimations are very reasonable. District 93 is severely over capacity and is already projected to implement split sessions in the middle schools. Alturas will be able to offer another alternative to families that are literally looking at moving due to the overcrowding issues. Alturas will service middle school ages year 2.

Alturas International Academy will actively pursue other funding via business partnerships, individuals and organizations such as the local individuals, corporations, J.A. and Kathryn Albertson Foundation along with other private and federal grant sources upon approval of the petition.

One of the identified physical locations or a piece of ground populated with leased portable trailers will be available for beginning the school year in August 2016.

Alturas International Academy will actively utilize other federal funding mechanisms if the demographics of the school qualify. There are State programs that we believe Alturas will qualify for, but are not reflected in the budget, such as the Limited English Proficient Special Distribution, Safe and Drug Free Special Distribution and the Reading Initiative Special Distribution.

Budget expenditures for Alturas International Academy were estimated by analyzing the expenditures of various existing traditional and charter schools in Idaho, direct vendor quotes, known costs and personal corporate business experience of the school founders.

Preliminary working relationship already established with Sage International School and Don Keller in Boise, ID will continue to grow as Alturas International Academy moves toward full certification from the International Baccalaureate (IB) Program. In addition, Alturas International School will continue taking advantage of the experience from other existing charter and IB schools in the region.

For the Pre-Opening/Start-Up it is recognized several budget items listed under the first full year of operation, 2016-17, will actually begin to occur during the start-up phase. Upon Charter approval the Board of Directors will begin a serious examination of the tasks that need to be completed and will adjust the budget planning documentation to reflect shifting of some additional expenditures into the Pre-Opening/Start-Up timeframe.

Revenues

Revenue estimates are based on utilization of the Idaho State Department of Education budget forms. Contributions and donations from business partnerships and individuals are based on signed commitments offering the full support from numerous individuals and organizations interested in establishing this charter school as an education option in the Idaho Falls area. In addition to these revenue sources, once the petition is approved the founding group and Alturas International Academy Board of Directors has identified several opportunities and will actively pursue additional corporate and individual sponsors along with grant opportunities through the International Baccalaureate (IB) Program, J.A. and Kathryn Albertson Foundation (JFAK) and other federal and private sources.

Expenses

Salaries are based on prevailing teacher and staff salaries for both traditional and public charter schools in the local Eastern Idaho area. Alturas has allocated 1 full time Salary for a Special Education teacher as well as 2 part time para professionals. We anticipate that our SPED population will be approximately 10%.

Benefits are in alignment with the state required benefits and are consistent with other school districts and charter schools in the region. Estimated costs are slightly over estimated since part-time personnel would not receive full benefits. www.Persi.Idaho.gov indicates that mandatory requirements of contribution for PERSI is 11.6 percent, while sick leave should be allocated at 1.16 %. This is reflected in the budget.

Operating expenses are based on information developed through review of existing Idaho traditional and charter schools, contacts made directly with vendors and other sources. Additional information for operating expenses exceeding \$10,000 annually is provided below. Expenditures under \$10,000 annually (advertising, postage, legal, etc.) are primarily best estimates based on knowledge of the various business professionals, educational leaders and private individuals comprising the petition organizing group, founders and Board of Directors for Alturas International Academy.

Textbooks/Curriculum – Estimates based on quotes and other information for Core Knowledge, Eureka (Engage NY), National Geographic, Calico Spanish, Shurley English, Sitton Spelling and other planned curriculum. We have esimated for an average cost of \$250 per student for textbooks and materials.

Equipment & Supplies – Estimates based on information gathered from analysis of existing charter schools, vendor quotes and websites. Based on our anticipated enrollment numbers, we have allocated a \$150.00 chromebook for every student 4-6th grade and every K-3 classroom will share an estimated 10 chromebooks.

Utilities – Estimates based on utility costs experienced for similar facilities and square footage in Idaho Falls, ID.

Liability & Property Insurance – Based on preliminary quote provided by The Buckner Company, Idaho Falls, ID.

Testing & Assessment – Based on published costs for SBAC & STAR testing.

Staff Development – Based on published training costs for the International Baccalaureate (IB) Program according to their website. Staff development for IB training exist in multiple forms: \$800.00 for workshops of which we have \$11,000.00 allocated in our preopening timeline for our staff to attend. Year One budget demonstrates a \$13,750 budget for a trainer to come to our facility and present to up to 25 attendees.

Rents and Leases – Based on contacts made directly with existing property owners, current commercial lease prices in the Idaho Falls, ID area and estimates from Specialty Modular, Inc. Following the petitions approval more detailed discussions and analysis will occur to ensure the facility meets all standards and code requirements for public school buildings.

Facility Contingency – Place holder funding for unplanned and unknown facility costs that may or may not occur.

Accreditation – Based on actual International Baccalaureate (IB) Candidacy, certification annual costs and authorization costs specifically: \$4000 for an initial candidate fee, \$8110 annual fee for the PYP program that will be implemented the first year for grades K-5. MYP program for grades 6-8 to be implemented year 2.

Program expenses include transportation services based on a review of other existing charter schools expense, contact with local bus service providers and the Idaho SDE reimbursable cost information.

Nutrition program – Based on analysis of nutrition program costs for existing charter schools of similar size and contacts made with catering companies in Idaho Falls, ID.

Appendix G: Pre-Opening/Startup/Three Year

Idaho Public Charter School Commission

Charter Petition: Budget Assumptions

School Name:

Revenue

Explanations Related to Key Revenue Line Items (required)

[Includes most common; please insert rows as needed to match your school's revenue accounts]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
School Fees & Charges / Fundraising		-	-	-	
Contributions / Donations	250,000.00	-	-	-	
Other Local Revenue		597,370.00	859,100.00	1,118,820.00	
Base Support		270,424.00	388,332.00	504,570.00	
Exceptional Child		-	-	-	
Benefit Apportionment		107,181.00	137,533.00	165,988.00	
State Transportation Support		92,440.00	122,020.00	149,010.00	
State Nutrition Support		42,500.00	54,500.00	65,450.00	
State Classroom Technology Support		10,695.00	14,117.00	17,240.00	
State Leadership Premium Support		2,022.50	2,022.50	2,022.50	
Other State Support Total (details below)			-	-	
State Facility funding		<i>62,500.00</i>	<i>82,500.00</i>	<i>100,750.00</i>	
Opening Fund Balance		<i>35,300.00</i>			Leftover fund balance after Preopening
Professional development		<i>20,760.00</i>	<i>22,680.00</i>	<i>23,640.00</i>	
REVENUE TOTALS	\$250,000.00	\$1,241,192.50	\$1,682,804.50	\$2,147,491.00	

Additional Notes or Details regarding Revenue: Estimated support units used for Base Support calculations = Estimated Support units 11.33 for year 1, 16.27 for year 2 and 21.14 for year 3.

Expenses by Category & Budget

Staffing (required)

[Please insert rows as needed to clarify your school's exact staffing model]

CERTIFIED STAFF	Pre-Opening Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers									
Elementary Teachers			10.0	391,500.00	14.0	548,100.00	16.0	626,400.00	
Secondary Teachers			0.0	-	0.0	-	0.0	-	
Other Teachers [clarify in assumptions]			0.0	-	0.0	-	0.0	-	
Classroom Teacher Subtotals	0.0	-	10.0	391,500.00	14.0	548,100.00	16.0	626,400.00	Average classroom size:
Special Education									
SPED Director / Coordinator			1.0	39,150.00	1.0	39,150.00	1.5	58,730.00	Title and hours:
			0.0	-	0.0	-	0.0	-	
Special Education Subtotals	0.0	-	1.0	39,150.00	1.0	39,150.00	1.5	58,730.00	Anticipated % Special Education Students:
Other Certified Staff									
Administrator	1.0	12,000.00	1.0	71,500.00	1.0	71,500.00	1.0	71,500.00	Title and hours:
			0.5	19,575.00	0.5	21,000.00	1.0	47,500.00	
Other Certified Staff Subtotals	1.0	12,000.00	1.5	91,075.00	1.5	92,500.00	2.0	119,000.00	
CERTIFIED STAFF TOTALS	1.0	\$12,000.00	12.5	\$521,725.00	16.5	\$679,750.00	19.5	\$804,130.00	

CLASSIFIED STAFF	Pre-Opening Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Position									
Paraprofessionals- General			0.0	-	0.0	-	0.0	-	
Paraprofessionals- SPED			1.0	27,600.00	1.5	41,400.00	2.0	55,200.00	
Admin / Front Office Staff			2.0	47,000.00	2.5	58,750.00	3.0	70,500.00	
			0.0	-	0.0	-	0.0	-	
CLASSIFIED STAFF TOTALS	0.0	\$0.00	3.0	\$74,600.00	4.0	\$100,150.00	5.0	\$125,700.00	

BENEFITS	Pre-Opening Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
Type									
PERSI	11.30%	1,464.00	11.30%	7016263.00%	11.30%	9090624.00%	11.30%	11005974.00%	
Workers comp	0.07%	84.00	0.07%	434634.00%	0.07%	563136.00%	0.07%	681786.00%	
FICA/medicare	8.00%	960.00	8.00%	4967240.00%	8.00%	6435840.00%	8.00%	7791814.00%	
Group insurance	10.40%	1,248.00	10.40%	6457412.00%	10.40%	8366592.00%	10.40%	10129392.00%	
Paid time off [clarify in assumptions]	1.20%	144.00	1.20%	745086.00%	1.20%	965376.00%	1.20%	1168776.00%	
			0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
BENEFIT TOTALS		\$3,900.00		\$196,206.35		\$254,215.68		\$307,777.42	

CERTIFIED & CLASSIFIED STAFF TOTALS		\$12,000.00		\$596,325.00		\$779,900.00		\$929,830.00	
TOTAL STAFF & BENEFITS TOTALS		\$15,900.00		\$792,531.35		\$1,034,115.68		\$1,237,607.42	

Educational Program (required)

[Includes most common; please insert rows as needed]

Overall Educational Program & Special Programs Costs	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Professional Development	11,500.00	13,750.00	16,500.00	19,500.00	
SPED Contract Services		5,000.00	5,000.00	5,000.00	Types of anticipated SPED Contractors:
Other Contract Services [clarify in assumption]		-	-	-	
		-	-	-	
Overall Educ Pgm & Special Pgms Subtotals	11,500.00	18,750.00	21,500.00	24,500.00	
Elementary Program	Pre-Opening Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources
Elementary Supplies Total (details below)		-	-	-	
Curriculum / text books	62,500.00	1,250.00	20,000.00	18,250.00	
Other supplies [clarify in assumptions]	7,000.00	5,000.00	12,000.00	14,000.00	
Elementary Contract Services [clarify in assumption]		-	-	-	Types of anticipated Contractors:
		-	-	-	
Elementary Pgm Subtotals	69,500.00	6,250.00	22,000.00	32,250.00	
Secondary Program	Pre-Opening Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources
Secondary Supplies Total (details below)		-	-	-	
Curriculum / text books		-	-	-	
Other supplies [clarify in assumptions]		-	-	-	
Secondary Contract Services [clarify in assumption]		-	-	-	Types of anticipated Contractors:
		-	-	-	
Secondary Pgm Subtotals	-	-	-	-	
EDUCATIONAL PROGRAM TOTALS	\$81,000.00	\$25,000.00	\$43,500.00	\$56,750.00	

Additional Notes or Details regarding Educational Program Expenditures:

Technology (required)

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services Total (details below)		16,800.00	19,000.00	23,400.00	
Internet		5,000.00	5,500.00	6,000.00	
Other Contract Services [clarify in assumption]		-	-	-	
Technology fees & licenses		6,000.00	7,000.00	8,000.00	
		-	-	-	
TECHNOLOGY TOTALS	\$0.00	\$27,800.00	\$31,500.00	\$37,400.00	

Non-Facilities Capital Outlay (required)

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Educational Pgm Cap. Outlay Total (details below)		-	-	-	
Furniture [clarify types in assumptions]	45,000.00	2,500.00	5,000.00	5,000.00	
Other Outlay [clarify types in assumptions]	12,000.00	1,200.00	1,500.00	2,000.00	
Technology Capital Outlay Total (details below)		-	-	-	
Computers for staff use	12,600.00	600.00	2,400.00	2,400.00	
Computers for staff use		-	-	-	
Other Technology [clarify in assumptions]	25,500.00	2,500.00	2,500.00	3,500.00	
Other Capital Outlay [clarify in assumptions]		-	-	-	Account # / Location in Budget:
		-	-	-	
CAPITAL OUTLAY TOTALS	\$95,100.00	\$18,910.00	\$31,051.00	\$31,551.00	

Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures:

Board of Directors (required)

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Board Training	1,000.00	1,000.00	1,000.00	1,000.00	
Legal		5,000.00	5,000.00	5,000.00	
Audit		-	-	-	
		-	-	-	
BOARD OF DIRECTORS TOTALS	\$1,000.00	\$6,000.00	\$6,000.00	\$6,000.00	

Additional Notes or Details regarding Board of Directors Expenditures:

Facilities Details (required if not provided in Facilities Template)

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)		-	-	-	
Mortgage or Lease payments (specify in assumptions)		121,500.00	168,500.00	214,500.00	
Repairs and Maintenance	7,000.00	1,500.00	4,500.00	5,500.00	
Utilities Total (details below)		-	-	-	
Gas		-	-	-	
Electric	2,000.00	12,000.00	15,000.00	18,000.00	
Other [specify in assumptions]		-	-	-	
		-	-	-	
FACILITIES TOTALS	\$9,000.00	\$135,000.00	\$188,000.00	\$238,000.00	

Additional Notes or Details regarding Facilities Expenditures:

Transportation/Nutrition (optional)

[Includes most common; please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services [specify in assumption]		108,750.00	143,550.00	175,305.00	
Special transportation (SPED, field trips, etc)		-	-	-	
		-	-	-	
TRANSPORTATION TOTALS	\$0.00	\$108,750.00	\$143,550.00	\$175,305.00	

Additional Notes or Details regarding Transportation Expenditures:

Other Expenses (optional)

[Please insert rows as needed]

Line Item / Account	Pre-Opening Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Advertising	5,000.00	5,000.00	5,000.00	5,000.00	
Testing and Assessment		15,393.00	13,037.00	16,069.00	sbac/star testing
Travel for Board Training/IB training	6,400.00	4,000.00	4,000.00	4,000.00	
postage	300.00	1,200.00	1,400.00	1,800.00	
Liability and Property Insurance		10,000.00	12,000.00	14,000.00	
Nutrition		37,500.00	49,500.00	60,450.00	contract with Arugula Deli/150\$ per student
Miscellaneous	1,000.00	500.00	2,500.00	4,000.00	
		-	-	-	
OTHER TOTALS	\$12,700.00	\$73,593.00	\$87,437.00	\$105,319.00	

Appendix I: First Year Cash Flow

Idaho Public Charter School Commission Charter Petition: Budget Assumptions

School Name:

Revenue

Explanations Related to Key Revenue Line Items (required)

[Includes most common; please insert rows as needed to match your school's revenue accounts]

Estimated No. of Students for Each Year:					
Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
School Fees & Charges / Fundraising					Students: year 1 250 enrollment target
Contributions / Donations					Students: year 2 330 enrollment target
Other Local Revenue	537,633.00	597,370.00	859,100.00	1,118,820.00	Students: year 3 403 enrollment target
Base Support	243,381.00	270,424.00	388,332.00	504,570.00	
Exceptional Child					
Benefit Apportionment	96,463.00	107,181.00	137,533.00	149,010.00	Break even budget based on 225 student enrollment
Other State Support Total (details below)					
State Nutrition Support	38,250.00	42,500.00	54,500.00	65,450.00	
State Classroom Technology Support	9,614.00	10,695.00	14,117.00	17,240.00	46\$ per ADA estimated at 93%
State Leadership Premium Support	2,022.50	2,022.50	2,022.50	2,022.50	1011.25 per leadership teacher
State Facility funding	56,250.00	62,500.00	82,500.00	100,750.00	250\$ per student for on site schools
State Transportation Support	83,196.00	92,440.00	122,020.00	149,010.00	
Opening fund balance	35,300.00	35,300.00			
Professional development	19,320.00	20,760.00	22,680.00	23,640.00	15k + 480\$ FTE pupil svc/instrutional personnel
REVENUE TOTALS	1,121,429.50	\$1,241,192.50	\$1,682,804.50	\$2,147,491.00	

Additional Notes or Details regarding Revenue: Estimated support units used for Base Support calculations = Estimated Support units 11.33 for year 1, 16.27 for year 2 and 21.14 for year 3.

Expenses by Category & Budget

Staffing (required)

[Please insert rows as needed to clarify your school's exact staffing model]

CERTIFIED STAFF	Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers									
Elementary Teachers	8.0	313,200.00	10.0	391,500.00	14.0	548,100.00	16.0	626,400.00	10 regular teachers, 1 special ed teacher
Secondary Teachers									detailed in special ed column, with 2 special ed paras
Other Teachers [clarify in assumptions]									detailed in classified staff, anticipated 10%
Classroom Teacher Subtotals	8.0	313,200.00	10.0	391,500.00	14.0	548,100.00	16.0	626,400.00	Average classroom size: 25
Special Education									
SPED Director / Coordinator	1.0	39,150.00	1.0	39,150.00	1.0	39,150.00	1.5	58,730.00	Title and hours: special ed teachers manages the 25 students
Special Education Subtotals	1.0	39,150.00	1.0	39,150.00	1.0	39,150.00	1.5	58,730.00	Anticipated % Special Education Students: 10
Other Certified Staff									
Administrator	1.0	71,500.00	1.0	71,500.00	1.0	71,500.00	1.0	71,500.00	Title and hours: Prorated full time administrator
Counselor			0.5	19,575.00	0.5	21,000.00	1.0	47,500.00	salary for 60 days prior to opening
Other Certified Staff Subtotals	1.0	71,500.00	1.5	91,075.00	1.5	92,500.00	2.0	119,000.00	
CERTIFIED STAFF TOTALS	10.0	\$423,850.00	12.5	\$521,725.00	16.5	\$679,750.00	19.5	\$804,130.00	
CLASSIFIED STAFF	Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Position									
Paraprofessionals- General									
Paraprofessionals- SPED	0.5	13,800.00	1.0	27,600.00	1.5	41,400.00	2.0	55,200.00	
Admin / Front Office Staff	2.0	47,000.00	2.0	47,000.00	2.5	58,750.00	3.0	70,500.00	
IB Coordinator			0.5	19,580.00	0.5	19,580.00	1.0	39,150.00	
janitorial/nutrition	0.3	5,000.00	0.8	12,000.00	0.8	12,000.00	1.0	15,000.00	janitorial/nutrition
CLASSIFIED STAFF TOTALS	2.8	\$65,800.00	4.3	\$106,180.00	5.3	\$131,730.00	7.0	\$179,850.00	

BENEFITS	Break-Even Budget		Year 1 Projected Budget		Year 2 Projected Budget		Year 3 Projected Budget		Assumptions / Details / Sources
	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
PERSI	11.30%	55,330.45	11.30%	70,162.63	11.30%	90,906.24	11.30%	110,059.74	
Workers comp	0.07%	3,427.55	0.07%	4,346.34	0.07%	5,631.36	0.07%	6,817.86	
FICA/medicare	8.00%	39,172.00	8.00%	49,672.40	8.00%	64,358.40	8.00%	77,918.14	
Group insurance	10.40%	50,923.60	10.40%	64,574.12	10.40%	83,665.92	10.40%	101,293.92	
Paid time off [clarify in assumptions]	1.20%	5,875.80	1.20%	7,450.86	1.20%	9,653.76	1.20%	11,687.76	
BENEFIT TOTALS		\$154,729.40		\$196,206.35		\$254,215.68		\$307,777.42	
CERTIFIED & CLASSIFIED STAFF TOTALS		\$489,650.00		\$627,905.00		\$811,480.00		\$983,980.00	
TOTAL STAFF & BENEFITS TOTALS		\$644,379.40		\$824,111.35		\$1,065,695.68		\$1,291,757.42	
Additional Notes or Details regarding Staffing Expenditures:									

Educational Program (required)

[Includes most common; please insert rows as needed]

Overall Educational Program & Special Programs Costs	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Professional Development	13,750.00	13,750.00	16,500.00	19,500.00	IB workshops/training
SPED Contract Services	5,000.00	5,000.00	5,000.00	5,000.00	Types of anticipated SPED Contractors:
Other Contract Services [clarify in assumption]					speech, OT, PT: fully anticipate Medicaid reimbursement
Overall Educ Pgm & Special Pgms Subtotals	18,750.00	18,750.00	21,500.00	24,500.00	
Elementary Program	Break-Even Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources
Elementary Supplies Total (details below)					
Curriculum / text books	1,250.00	1,250.00	20,000.00	18,250.00	\$250 per child textbooks/materials
Other supplies [clarify in assumptions]	5,000.00	5,000.00	12,000.00	14,000.00	resource room, paper, classroom supplies, art supplies
Elementary Contract Services [clarify in assumption]					Types of anticipated Contractors:
Elementary Pgm Subtotals	6,250.00	6,250.00	22,000.00	32,250.00	
Secondary Program	Break-Even Budget	YR1 Projected Budget	YR 2 Projected Budget	YR 3 Projected Budget	Assumptions / Details / Sources
Secondary Supplies Total (details below)					
Curriculum / text books					
Other supplies [clarify in assumptions]					
Secondary Contract Services [clarify in assumption]					Types of anticipated Contractors:
Secondary Pgm Subtotals	-	-	-	-	
EDUCATIONAL PROGRAM TOTALS	\$25,000.00	\$25,000.00	\$43,500.00	\$56,750.00	

Additional Notes or Details regarding Educational Program Expenditures:

Technology (required)

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services Total (details below)	16,800.00	16,800.00	19,000.00	23,400.00	IT/accounting
Internet	5,000.00	5,000.00	5,500.00	6,000.00	
Other Contract Services [clarify in assumption]					
Technology fees & licenses	6,000.00	6,000.00	7,000.00	8,000.00	
TECHNOLOGY TOTALS	\$27,800.00	\$27,800.00	\$31,500.00	\$37,400.00	

Additional Notes or Details regarding Technology Expenditures:

Non-Facilities Capital Outlay (required)

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Educational Pgm Cap. Outlay Total (details below)					
IB accreditation	12,110.00	12,110.00	19,651.00	18,651.00	4000 candidate fee plus 8110 annual AYP fee, 1st year
Furniture [clarify types in assumptions]	2,500.00	2,500.00	5,000.00	5,000.00	tables, desks, chairs, lunch seating, bookshelves
Other Outlay [clarify types in assumptions]	1,200.00	1,200.00	1,500.00	2,000.00	faxes, copiers, scanners (admin equipment)
Technology Capital Outlay Total (details below)					
Computers for staff use	600.00	600.00	2,400.00	2,400.00	
Computers for staff use					
Other Technology [clarify in assumptions]	2,500.00	2,500.00	2,500.00	3,500.00	
Other Capital Outlay [clarify in assumptions]					
CAPITAL OUTLAY TOTALS	\$18,910.00	\$18,910.00	\$31,051.00	\$31,551.00	

Additional Notes or Details regarding Non-Facilities Capital Outlay Expenditures:

Board of Directors (required)

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Board Training	1,000.00	1,000.00	1,000.00	1,000.00	charter workshops/school board workshops
Legal	5,000.00	5,000.00	5,000.00	5,000.00	
Audit					
BOARD OF DIRECTORS TOTALS	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	

Additional Notes or Details regarding Board of Directors Expenditures:

Facilities Details (required if not provided in Facilities Template)

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Construction / Remodeling (if applicable)					
Mortgage or Lease payments (specify in assumption)	121,500.00	121,500.00	168,500.00	214,500.00	10% of budget for lease payments
Repairs and Maintenance	1,500.00	1,500.00	4,500.00	5,500.00	
Utilities Total (details below)					
Gas					
Electric	12,000.00	12,000.00	15,000.00	18,000.00	
Other (specify in assumptions)					
FACILITIES TOTALS	\$135,000.00	\$135,000.00	\$188,000.00	\$238,000.00	

Additional Notes or Details regarding Facilities Expenditures:

Transportation/Nutrition (optional)

[Includes most common; please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Contract Services (specify in assumption)	108,750.00	108,750.00	143,550.00	175,305.00	
Special transportation (SPED, field trips, etc)					
TRANSPORTATION TOTALS	\$108,750.00	\$108,750.00	\$143,550.00	\$175,305.00	

Additional Notes or Details regarding Transportation Expenditures:

Other Expenses (optional)

[Please insert rows as needed]

Line Item / Account	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Advertising	5,000.00	5,000.00	5,000.00	5,000.00	website, fliers, social media, events
Liability and Property Insurance	10,000.00	10,000.00	12,000.00	14,000.00	
Testing and Assessment	13,853.00	15,393.00	13,037.00	16,069.00	SBAC/star testing 61.57 per student
Travel for Board training/IB staff training	4,000.00	4,000.00	4,000.00	4,500.00	
postage	1,200.00	1,200.00	1,400.00	1,800.00	
Nutrition	33,750.00	37,500.00	49,500.00	60,450.00	contract with Arugula Deli/150\$ per student
Miscellaneous	500.00	500.00	2,500.00	4,000.00	
OTHER TOTALS	\$68,303.00	\$73,593.00	\$87,437.00	\$105,819.00	

Additional Notes or Details regarding Transportation Expenditures:

Financial Summary

	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Revenues					
School Fees & Charges / Fundraising	-	-	-	-	
Contributions / Donations	-	-	-	-	
Other Local Revenue	537,633.00	597,370.00	859,100.00	1,118,820.00	
Base Support	243,381.00	270,424.00	388,332.00	504,570.00	
Exceptional Child	-	-	-	-	
State Transportation	83,196.00	92,440.00	122,020.00	149.01	
Nutrition	38,250.00	42,500.00	54,500.00	65,450.00	
Leadership Premium	2,022.50	2,022.50	2,022.50	2,022.50	
Classroom Technology	9,614.00	10,695.00	14,117.00	17,240.00	
Benefit Apportionment	96,463.00	107,181.00	137,533.00	149,010.00	
Other State Support Total (details below)	-	-	-	-	
State Facility funding	56,250.00	62,500.00	82,500.00	100,750.00	
Opening fund balance	35,300.00	35,300.00			leftover fund balance after preopening expenses
Professional development	19,320.00	20,760.00	22,680.00	23,640.00	
REVENUE TOTALS	1,121,429.50	1,241,192.50	1,682,804.50	2,147,491.00	

	Break-Even Budget	Year 1 Projected Budget	Year 2 Projected Budget	Year 3 Projected Budget	Assumptions / Details / Sources
Expenses					
Staff and Benefit Totals	\$644,379.40	\$824,111.35	\$1,065,695.68	\$1,291,757.42	
Educational Program Totals	\$25,000.00	\$25,000.00	\$43,500.00	\$56,750.00	
Technology Totals	\$27,800.00	\$27,800.00	\$31,500.00	\$37,400.00	
Capital Outlay Totals	\$18,910.00	\$18,910.00	\$31,051.00	\$31,551.00	
Board of Directors Totals	\$6,000.00	\$6,000.00	\$6,000.00	\$6,000.00	
Facilities Totals	\$135,000.00	\$135,000.00	\$188,000.00	\$238,000.00	
Transportation/Nutrition Totals	\$108,750.00	\$108,750.00	\$143,550.00	\$175,305.00	
Other	\$68,303.00	\$73,593.00	\$87,437.00	\$105,819.00	
EXPENSE TOTALS	\$1,034,142.40	\$1,219,164.35	\$1,596,733.68	\$1,942,582.42	
Operating Income (Loss)	87,287.10	22,028.15	86,070.82	204,908.58	

Appendix J: Facilities – OE Bell

Idaho Public Charter School Commission Charter Petition: Facility Details

School Name: Alturas International	Details for (in order of preference): <div style="border: 1px solid black; padding: 2px; width: 100%;">Option 1 ▾</div>
Facility Name / Title: OE Bell	Option Status: <div style="border: 1px solid black; padding: 2px; width: 100%;">Likely ▾</div>
Location Address: 151 North Ridge Avenue	Primary Vendor Information (if applicable) [Please include vendor name, address, website, and phone number.]

Narrative

OE Bell was formerly a Junior High School, and after many years of use it was abandoned by the district and eventually became an eye sore and a home to vandalism. After many years it was restored, renovated, and has become the corporate home of Bank of Idaho and many others over the past 20 years.

It is centrally located within our Primary Attendance Area. It is currently partially occupied office space. We are excited about this location as it is a historically significant part of the Idaho Falls community. The presence of a charter school in this area would help restore positive activity to a beautiful area of the city that is currently experiencing a revitalization. Additionally it is easily accessible to a very diverse financial and ethnic demographic. Located near historic "Downtown" Idaho Falls, it is within walking distance of many cultural experiences and opportunities such as The Museum of Idaho, The Artitorium, The Colonial Theatre and The Public Library. The Academy has been working with the building's owners to arrange necessary renovations, and leasing agreements. We believe that this option provides an excellent and quality venue at a very reasonable cost per sq. ft. It is anticipated that the Academy will utilize additional space as enrollment increases.

While the building is historic, it is fully ADA compliant due to a major renovation that was completed in the early 1990's. It has adequate bathroom facilities, ADA space requirements, and an elevator servicing all building levels. There is an original gymnasium on the property and a full service kitchen facility.

The building has multiple entrances and a dedicated private entrance would be provided for the academy. Also there is adequate access on all sides of the property allowing safe/dedicated loading zones for pupils to be dropped off by bus or car.

Challenges may include the absence of green space, but options have been discussed such as removing some of the ample parking to allow for a playground.

Draft Facility Budgets

Pre-Opening Expenses (required)

[Please insert rows as needed]

Description	Qty	Unit Cost	Total Cost	Comments
Utilities			\$2000	2 months during preopening
Pre-open Rental Agreement			0	Landlord to include 2 months free rent in the contract to allow preopen preparations
TOTAL Pre-Opening Costs			\$2000	

Operating Expenses: Year 1 & Year 2 (required)

[Please insert rows as needed]

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Lease (Triple Gross)	15000	8.10	\$121,500	20000	8.10	\$162,000	Landlord to include all necessary improvements in lease contract
Repairs & Maintenance			\$13,500		\$22,100	\$14,500	
Utilities		\$12,000	\$12,000		\$15,000	\$15,000	Utilities are common to all tenants and average \$.75 sq ft annually

Insurance & Liability		\$10,000	\$10,000		\$12,000	\$12,000	
		TOTAL Year 1 Costs	\$157,000			TOTAL Year 2 Costs	\$203,500

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

[Please insert rows as needed]

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
Lease (Triple Gross)	25000		\$202,500				
Repairs & Maintenance			\$15,500				
Utilities		\$18,750	\$18,750				
Insurance & Liability		\$14,000	\$14,000				
		TOTAL Year 3 Costs	\$250,750			TOTAL Year 4 or Expansion Costs	

List of Attachments

Attachments (required)

[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

Attachment Title	Brief Description	Notes or Considerations
Photo		

151 North Ridge Avenue Idaho Falls, ID 83402

OE Bell



Appendix K: Facilities Option 2 – Melaleuca

3920 S Yellowstone Hwy Idaho Falls, ID 83402

Idaho Public Charter School Commission Charter Petition: Facility Details

School Name: Alturas International	Details for (in order of preference): Option 2
Facility Name / Title: Former Melaleuca Building	Option Status: Likely
Location Address: 3920 S Yellowstone Hwy Idaho Falls, ID	Primary Vendor Information (if applicable) [Please include vendor name, address, website, and phone number.]

Narrative

Currently owned by Boy Scouts of America (BSA) and formerly the Corporate headquarters for Melaleuca, this building is ideally suited for the Academy. The building is just over than 23,000 square feet, it is ADA compliant, and it has a large full-service kitchen facility, cafeteria, workout gymnasium and large open spaces that could easily be converted into 10 classrooms needed for the 2016–17 school year.

The Academy would anticipate using approximately 15,000 square feet for 2016–17 school year. The additional space would serve as storage for BSA, but could easily be converted as the Academy’s square footage needs evolved. There is also 15,000 square feet available in the adjacent north building. This building is located on the south end of District 91 and is easily accessible for the greater enrollment area.

Potential challenges to the location are as follows: It is located on a highway and not within walking distance of any neighborhood. Green space is limited and would be difficult to create.

Draft Facility Budgets

Pre-Opening Expenses (required)

[Please insert rows as needed]

Description	Qty	Unit Cost	Total Cost	Comments
2 months free rent are included to prepare pre open	15000	0	0	
Utility Expenses			2000	2 Months for Pre open
		TOTAL Pre-Opening Costs	2000	

Operating Expenses: Year 1 & Year 2 (required)

[Please insert rows as needed]

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Triple Gross Lease. BSA to fund Tennant Improvements included in lease	15000	7	\$105,000	17500	7	\$122,500	2 months free rent are included to prepare pre open
Utilities			\$12,000			\$13,125	Utilities estimated @ \$.75 Sq ft.
		TOTAL Year 1 Costs	\$117,000		TOTAL Year 2 Costs	\$135,625	

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

[Please insert rows as needed]

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
-------------	------------	------------------	-------------------	-------------	-------------------------------	--------------------------------	----------

Triple Gross Lease. BSA to fund Tennant Improvements included in lease	20000	8	\$160,000				
Utilities			\$15,000				Utilities estimated @ \$.75 Sq ft.
		TOTAL Year 3 Costs	\$175,000		TOTAL Year 4 or Expansion Costs		

List of Attachments

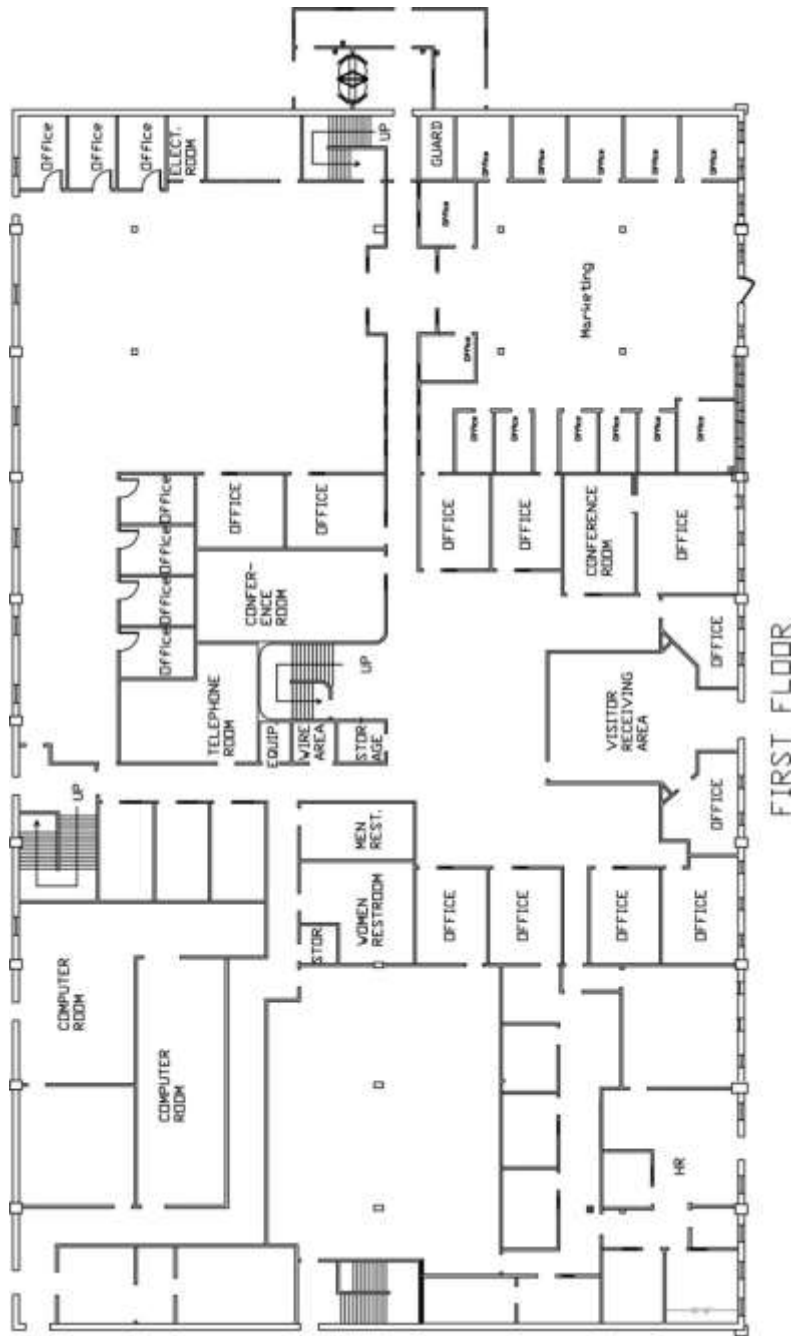
Attachments (required)

[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

Attachment Title	Brief Description	Notes or Considerations
North Building Level 1	Floor plan	Possible expansion
North Building Level 2	Floor plan	Possible expansion
South Building Level 1	Floor plan	Used in year 1
South Building Level 2	Floor plan	Used in year 1

Facility Option 2

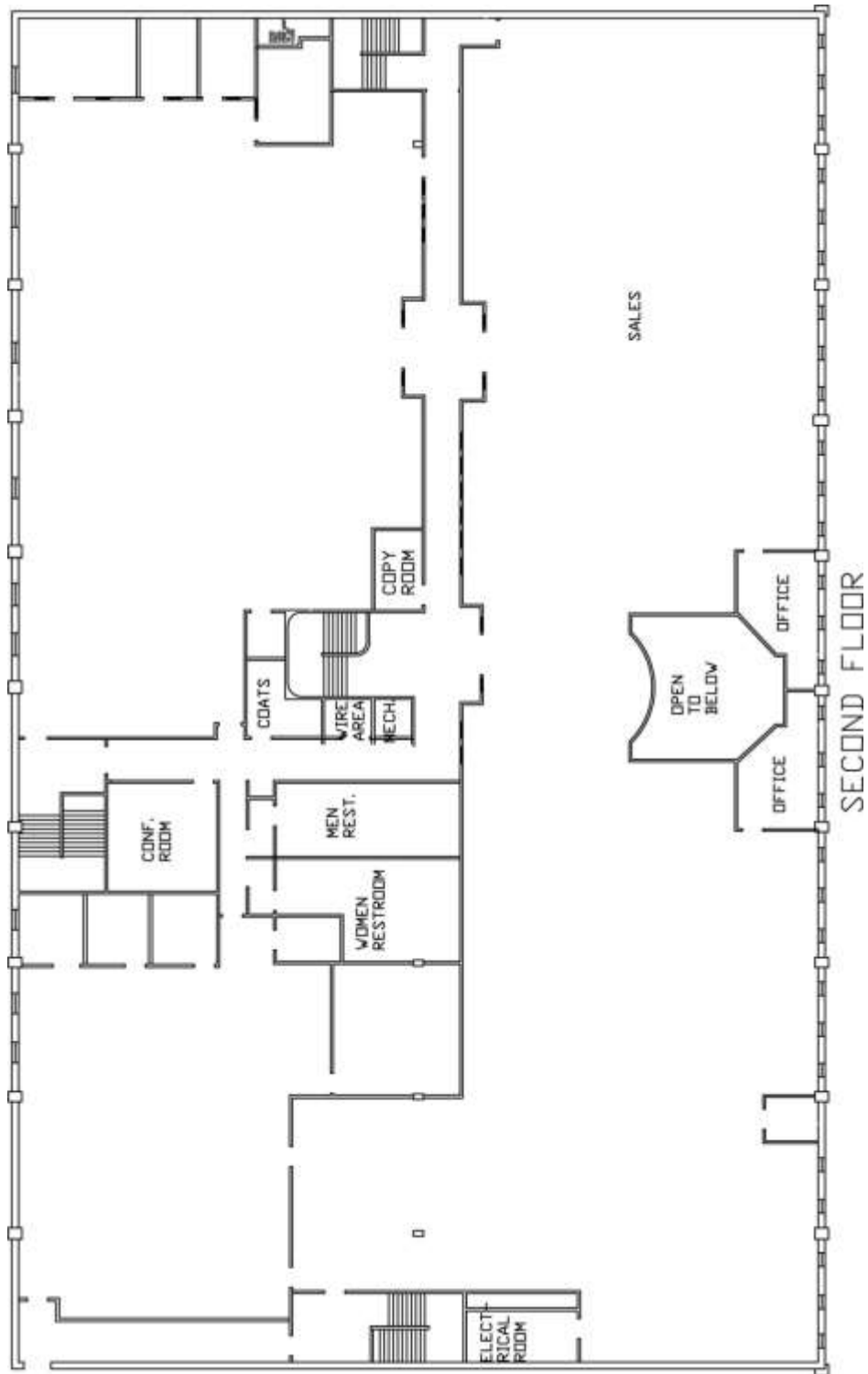
3920 S Yellowstone Hwy Idaho Falls, ID 83402



North Building Level 1

Facility Option 2

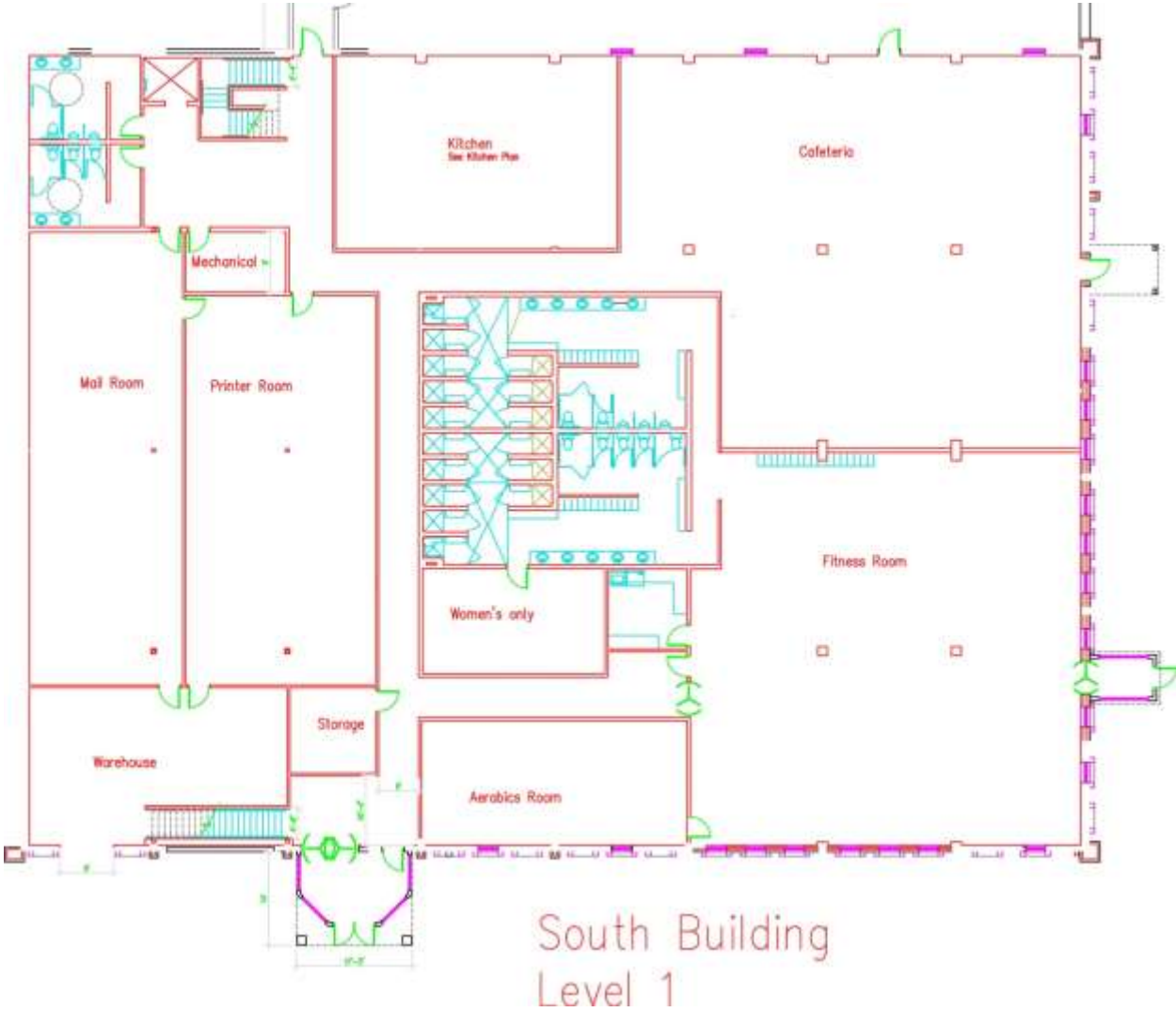
3920 S Yellowstone Hwy Idaho Falls, ID 83402



North Building Level 2

Facility Option 2

3920 S Yellowstone Hwy Idaho Falls, ID 83402



South Building Level 1

Facility Option 2

3920 S Yellowstone Hwy Idaho Falls, ID 83402



South Building
Level 2

South Building Level 2

Appendix L: Facilities Option 3 – Modulares

1255 E 17th Street Idaho Falls, ID 83404

Idaho Public Charter School Commission Charter Petition: Facility Details

School Name: Alturas International	Details for (in order of preference): Option 3
Facility Name / Title: Modular Placement	Option Status: Possible
Location Address: 1255 E 17 th Street, Idaho Falls, ID 83404	Primary Vendor Information (if applicable) [Please include vendor name, address, website, and phone number.]

Narrative

This option would allow the Academy to lease the land for up to three school years. At any point during this three-year period, the Academy would have the option to purchase the land. The Academy would exercise this option once it had secured the enrollment necessary to justify the construction expenses for a permanent facility and is certain that cash flow would allow for prudent expansion.

For this option, the Academy would work with Specialty Modular Inc. to arrange for trailers for the 10 classrooms and main office. The total monthly cost for the trailers would be \$5,000 for the 2016–17 school year. Additional one-time expenses would include a gravel drive and parking area, sewer line extension and power to the site.

Draft Facility Budgets

Pre-Opening Expenses (required)

[Please insert rows as needed]

Description	Qty	Unit Cost	Total Cost	Comments
Procurement of Trailers	10	5,000	50,000	
Land Lease				
TOTAL Pre-Opening Costs				

Operating Expenses: Year 1 & Year 2 (required)

[Please insert rows as needed]

Description	Year 1 Qty	Year 1 Unit Cost	Year 1 Total Cost	Year 2 Qty	Year 2 Unit Cost	Year 2 Total Cost	Comments
Utilities							
Lease							
TOTAL Year 1 Costs				TOTAL Year 2 Costs			

Operating Expenses: Year 3 (required) & Year 4 or Future Expansion (optional)

[Please insert rows as needed]

Description	Year 3 Qty	Year 3 Unit Cost	Year 3 Total Cost	4 / Exp Qty	Year 4 or Expansion Unit Cost	Year 4 or Expansion Total Cost	Comments
TOTAL Year 3 Costs				TOTAL Year 4 or Expansion Costs			

List of Attachments

Attachments (required)

[Please insert rows as needed. List all documents related to this facility's location, costs, etc.]

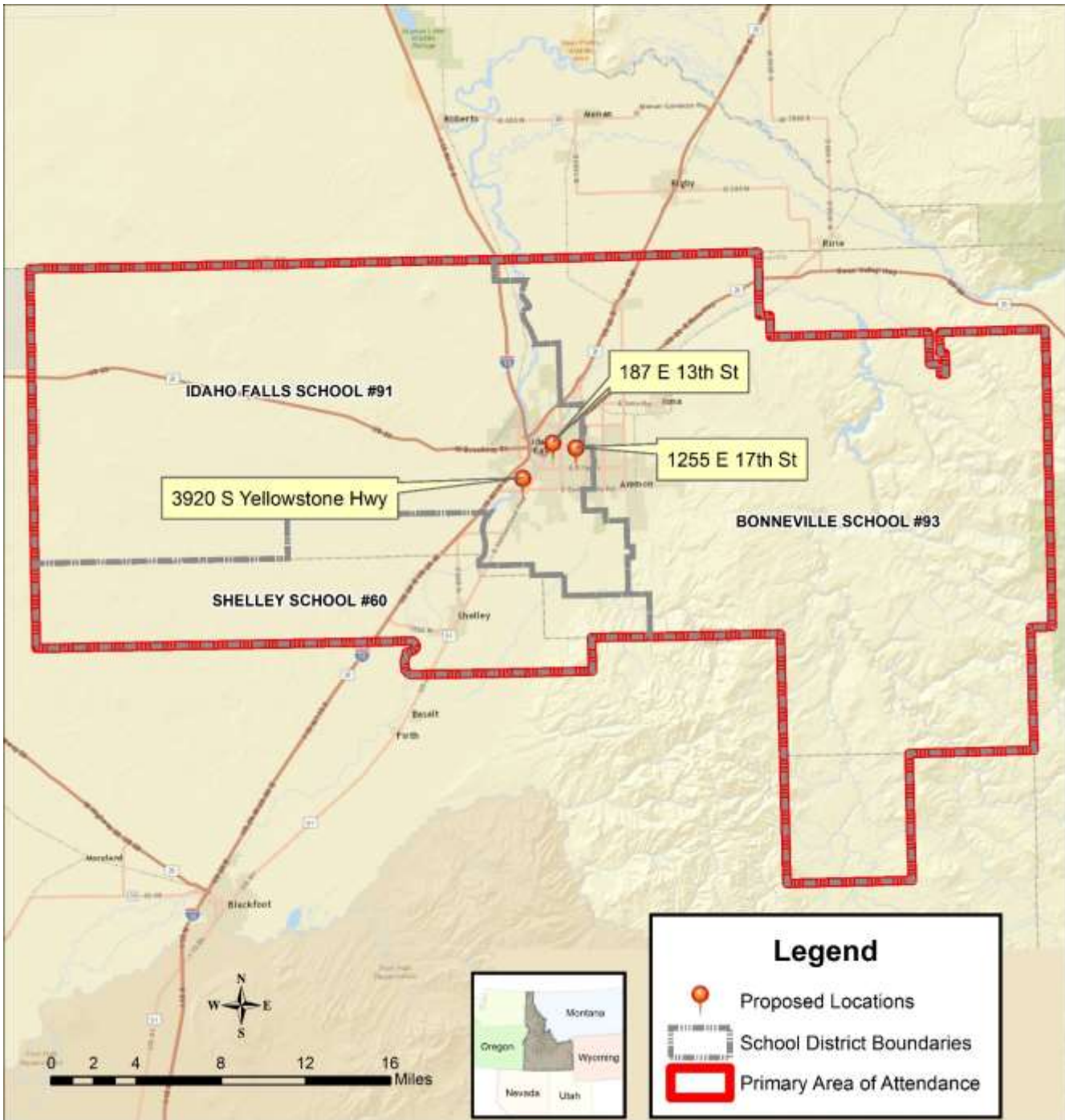
Attachment Title	Brief Description	Notes or Considerations
Appendix I	Aerial photo	

Facilities Option 3 – Modulares

1255 E 17th Street Idaho Falls, ID 83404



Attendance Area Map



Appendix M: Pre-Opening Timeline

Idaho Public Charter School Commission Charter Petition: Pre-Opening Timeline

Instructions

- A. Please Provide Details About All Pre-Opening Tasks By Completing The Following Tables. Insert Rows As Needed.
- B. Tasks Should Be Organized By "Start By" Date Or "Complete By" Date.
- C. "Category" Should Be Identified As One Of The Following:
 - Board Governance
 - Enrollment / Lottery
 - Facilities
 - Fiscal Management
 - Fundraising
 - Human Resources
 - Marketing And PR
 - Other

▶ Phase 1: Immediately After Receiving Charter

Category	Task	Responsible Parties	Contacts Or Resources (see committee list below**)	Start By (Date)	Complete By (Date)
Board Of Governance	Establish Leadership Team (Principal, Lead Teacher, IB Coordinator)	Board Of Directors		Upon Approval	January 2016
Marketing And PR	Create Website In Anticipation Of Informing Advertising, Etc.	Marketing Committee		Upon Approval	January 2016
Marketing and PR	Have Website up and operating	Marketing Committee		January 2016	January 2016

Fundraising	Secure Funding Pledged During Petition Process	Board of Directors		Present	Ongoing
Human Resources	Leadership Team Attend IB Training	Leadership Team		July 2015	July 2015
Human Resources	Submit Forms Necessary To Begin IB Accreditation	Leadership Team		April 2016	April 2016
Enrollment/Lottery	Design/Process Application Forms In Anticipation Of Enrollment	Clerical Team		January 2016	January 2016
Marketing and PR	Advertise Enrollment Window	Marketing Committee		Mid-January 2016	Mid-April 2016
Fiscal Management	Secure fiscal support (accounting, budget, payroll, banking, auditing, purchasing) and outline fiscal policies regarding checks, PO's, etc.	Board of Directors		January 2016	On-going
Other	Retain legal counsel. Consult legal counsel before making major decisions.	Board of Directors		January 2016	On-going
Fiscal Management	Create a budget; include assumptions, adjust to reflect new developments. Revisit assumptions to ensure they are still valid and update accordingly	Board of Directors		January 2016	On-going Quarterly
Board of Governance	Post contact info for the Board	Board of Directors		January 2016	January 2016
Board of Governance	Clarify roles and responsibilities of administration and governing body	Board of Directors		January 2016	February 2016
Board of Governance	Attend meetings sponsored by state, superintendent, accreditation briefings, legislative briefings, etc.	Leadership Team and Board of Directors		Upon approval	On-going
Board of Governance	Maintain regular contact with authorizer	Leadership Team and Board of Directors		Upon approval	On-going

► Phase 2: 6 To 9 Months Before Opening

Category	Task	Responsible Parties	Contacts Or Resources (see committee list below**)	Start By (Date)	Complete By (Date)
Facilities	Finalize Site Recommendations And Move Forward With Site Decisions.	Building Committee		January 2016	January 2016
Board Of Governance	Finalize/Adopt Calendar And Publish	Clerical Team		February 2016	February 2016
Human Resources	Finalize Application/Interview And Employment Contracts Process	Board Of Directors		February 2016	February 2016
Other	Complete/Adopt Handbook For Distribution And Publishing On Website.	Clerical Team		January 2016	January 2016
Human Resources	Advertise, hire and negotiate contract of administrator.	Board of Directors		February 2016	March 2016
Human Resources	Advertise, Hire and negotiate contracts of faculty And Full Time Staff Positions	Board Of Directors	Job Fairs, etc.	March 2016	August 2016
Facilities	Contact city/county commissioner and highway district for any building permits that may be needed	Building Committee		February 2016	February 2016
Facilities	Schedule facilities inspections with city to obtain certificate of occupancy	Building Committee		February 2016	March 2016
Facilities	Design a learning environment that reflect and supports educational mission and vision	Building Committee and Board of Directors		March 2016	August 2016
Other	Lease or Purchase Office equipment, computers, software, networking servers, etc.	Leadership Team and Board of Directors		March 2016	August 2016
Board of Governance	Authorize charter document with all amendments and incorporation papers with bylaws	Board of Directors		January 2015	February 2015
Board of Governance	Post governing board minutes, agendas and schedule of meeting,	Board of Directors		Upon approval	On-going
Fiscal Management	Develop a fund development strategy	Board of Directors		January 2016	On-going
Board of Governance	Post all meeting schedules for public. Provide attendance logs & minutes for all meetings	Board of Directors		January 2016	On-going

Board of Governance	Adopt policies & procedures for the school including: attendance, check signing, credit cards, enrollment, family medical leave, job sharing, use of facility by outside groups, communication, homework, dress code, discipline, internet use, overnight excursions, background checks. Adopt policies of authorizer with waivers in other areas	Board of Directors		February 2016	March 2016
Board of Governance	Obtain training for board in key areas including open meeting law, parliamentary procedure, effective meetings strategies, role of a board member, governing vs. managing, policy development, fiscal controls, etc. Establish mechanism for board to obtain updates about legislation and state rules that will affect charter schools.	Board of Directors		March 2016	On-going
Board of Governance	Conduct annual review of board, self-evaluation focusing on effectiveness to meet obligations to the school	Board of Directors		March 2016	March 2016
Board of Governance	Create a calendar of all state and authorizer deadlines	Leadership team and Board of Directors		March 2016	April 2016

► Phase 3: 3 To 6 Months Before Opening

Category	Task	Responsible Parties	Contacts Or Resources (see committee list below**)	Start By (Date)	Complete By (Date)
Enrollment/Lottery	Finalize Founders Preference List	Board Of Directors		February 2016	March 2016
Enrollment/Lottery	Conduct Enrollment	Board Of Directors		January 2016	March 2016
Other	Create and survey those interested in the school including transportation needs, food service needs, 4 day school week, etc.	Clerical Team		January 2016	February 2016
Other	Finalize Contracts For Contracted Services including transportation, food service, IT support and telecommunications	Leadership Team & Board Of Directors		February 2016	May 2016
Enrollment/Lottery	Establish Contact With Enrolled Families	Clerical Team		April 2016	April 2016
Marketing And PR	Increase Frequency Of Advertising, If Not To Enrollment Capacity	Marketing Committee		April 2016	Ongoing
Human Resources	Advertise And Hire Part Time Staff	Leadership Team & Board Of Directors		May 2016	August 2016
Other	Begin To Purchase Curriculum and ensure there is adequate classroom materials, technology and books available to all students	Leadership Team		April 2016	May 2016
Marketing And PR	Hold Public "Town Hall" Informational Meeting	Leadership Team & Board Of Directors		April 2016	May 2016
Enrollment/Lottery	Input paper admission applications and merge digital application to spreadsheet	Clerical Team		As received	On-going
Enrollment/Lottery	Hold Lottery if necessary	Board of Directors		Mid-April 2016	End of April 2016
Board of Governance	Adopt policies and procedures	Board of Directors		April 2016	May 2016

Enrollment/Lottery	Documentation of effort to inform public of enrollment opportunity and of lottery method with results	Clerical Team		May 2016	May 2016
Human Resources	Ensure all teachers hold valid Idaho teaching certificates for the grades they will teach and that they are highly qualified.	Board of Directors		During interview process	During interview process
Board of Governance	Ensure board has set of bylaws that address key issues including how board is formed, roll of each board member, terms of each board member, how board members can be removed, time of annual meeting and how meetings are conducted.	Board of Directors		May 2016	May 2016
Other	Develop plan to involve parents and community in key aspects of school. Locate community partners. Develop community relations plan to build public awareness and support for school, including press strategy.	Marketing Team		April 2016	June 2016
Board of Governance	Submit copy of approved petition to SDE. Secure SDE passwords	Board of Directors		April 2016	June 2016

► Phase 4: 0 To 3 Months Before Opening

Category	Task	Responsible Parties	Contacts Or Resources (see committee list below**)	Start By (Date)	Complete By (Date)
----------	------	---------------------	--	-----------------	--------------------

Human Resources	Ensure That Personnel Files Are Complete. All teaching certificates must be included.	Administrator And Clerical Team		June 2016	August 2016
Facilities	Finish Facility Setup	Administrator And Board Of Directors		July 2016	August 2016
Human Resources	Begin Staff Development/Training	Leadership Team		July 2016	August 2016
Marketing And PR	Hold Open House For Enrolled Students And Families	Leadership Team & Staff		August 2016	August 2016
Other	Finalize Software To Be Used (Student Management Suite & School Business Suite)	Leadership Team And Board of Directors		February 2016	February 2016
Facilities	Ensure proper notice to all utility companies including phone, gas, electricity, water, sewer and cable.	Building Committee		July 2016	July 2016
Facilities	Ensure building temperature, lighting, ventilation and space are adequate	Building Committee		July 2016	July 2016
Facilities	Ensure grounds are well maintained and safe ie: snow removal, lawn care, etc.	Building committee		August 2016	August 2016
Facilities	Develop a comprehensive emergency response plan, establish fire drill procedures, post fire exit maps in all occupied spaces	Building Committee		July 2016	August 216
Other	Provide emergency preparedness training to all personnel along with provisions for emergency closure before, after and during school	Leadership team		August 2016	September 2016
Board of Governance	Secure insurance policies.	Board of Directors		July 2016	August 2016
Enrollment/Lottery	Immunizations records or waiver received from all students. Internet use policy, handbook and admission acceptance signed from each student/family.	Clerical Team		August 2016	August 2016
Enrollment/Lottery	Student files, including current IEP complete	Clerical Team		August 2016	August 2016
Board of Governance	Continuous school improvement plan	Board of Directors		August 2016	August 2016

Board of Governance	Documentation of all state and federal programs run by the school	Board of Directors		August 2016	August 2016
Fiscal Management	Documentation of all private, public and other grants	Board of Directors		August 2016	August 2016
Board of Governance	Annual reports to authorizers including programmatic and fiscal audits. Accreditation and IBEDS reports complete.	Board of Directors		August 2016	August 2016
Human Resources	Ensure staff contracts are written in form approved by State Superintendent of Public Instruction	Board of Directors		July 2016	August 2016
Human Resources	Ensure criminal background checks have been completed for all employees	Board of Directors		July 2016	August 2016
Human Resources	Enroll all staff in PERSI. Ensure para's working in instructional capacity meet requirements of State standards	Board of Directors		June 2016	August 2016
Human Resources	Document teacher training opportunities through professional development plan	Board of Directors		June 2016	August 2016
Fiscal Management	Schedule annual fiscal audit & report results. Meet acceptable accounting standards. File tax exemptions paperwork. File non-profit forms	Board of Directors		August 2016	August 2016
Fiscal Management	Present monthly financial reports to board in a public hearing. Establish and publicly approve a salary schedule.	Board of Directors		August 2016	August 2016
Enrollment/Lottery	Chart student demographics. Compare to state, district and explore discrepancies. # of students in special education, # of minority students, # of LEP students, # of GT students and # of low income students	Leadership team and Clerical Team		August 2016	August 2016
Board of Governance	Identify a testing coordinator	Leadership team and Board of Directors		July 2016	August 2016
Board of Governance	Conduct annual review of charter document	Leadership Team and Board of Directors		July 2016	July 2016

Board of Governance	Keep parents and stakeholders involved. Develop a procedure to report student progress. Schedule regular parent/teacher/student conferences.	Leadership team		June 2016	August 2016
---------------------	--	-----------------	--	-----------	-------------

****COMMITTEE LISTS**

NAME OF COMMITTEE	MEMBERS OF COMMITTEE
Board of Directors	Phil Harper, Heath Bowen, Michelle Ball, Sue Holmes, Angey Lybbert, Candise Gilbert, Katie Davenport, Jared Allen
Marketing Committee	Board of Directors, Jason Hales, Aniko Snyder
Leadership Team	IB Coordinator, Administrator, Lead Instructor
Clerical Team	Angey Lybbert, Christine Ogden
Building Committee	Heath Bowen, Phil Harper, Katie Davenport
Staff	Committee will be determined once staff has been hired

Upon approval, current committees will utilize the assistance of additional parents, professionals, and persons from the interest list to insure that all tasks are completed within the specified amount of time.

Appendix N: Staff Professional Development & Evaluation

Professional development is essential in the growth and development of excellent teachers. Alturas International Academy is committed to ongoing professional development for its teachers and staff. The Academy will develop a list of research-based, best teaching practices and methods that Academy teachers will be expected to incorporate into their teaching.

The four-day school week will allow teachers to spend Fridays collaborating, learning and sharing new methods or strategies with one another.

Training will include, but is not limited to the following areas:

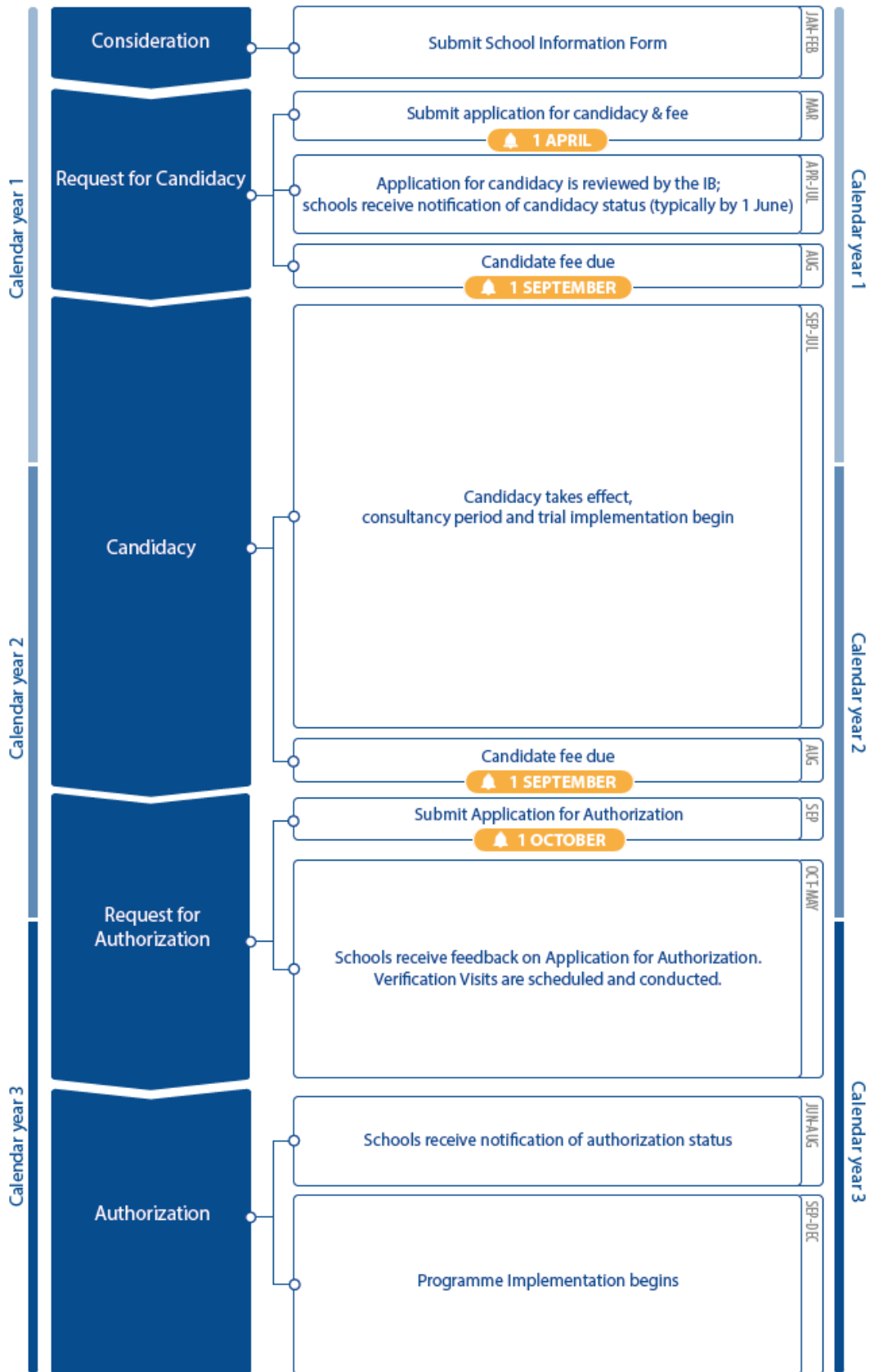
- **Differentiated Instruction:** Teaching method and structure for providing small group instruction for students at their individual instructional level(s).
- **Multi-aged Classroom:** Philosophy, teaching strategies, and planning.
- **Professional Learning Communities:** Teachers working in collaborative groups to answer these four questions:
 - What do we want the students to learn (curriculum and standards)?
 - How will we know if they have learned it (formative and summative assessments)?
 - What will we do if they don't learn the standards (intervention methods and materials)?
 - What will we do if they have already mastered the standard (move to the next standard or provide enrichment opportunities)?
- **IB Program Development Training:** Initial training for administration and head teachers; future training for all teaching staff.
- **CHAMPS:** Classroom management and discipline strategies and framework.
- **Anti-bully and Bully Prevention:** Annual training for all staff using research-based anti-bully/bully prevention techniques and providing teachers and staff with skills and practical steps to take in responding to bullying, promoting the importance of building strong relationships within the classroom, and creating an environment of respectful diversity.

Much of the professional development will focus on the International Baccalaureate program. This will be accomplished through webinars, online workshops, and collaborating with other schools to bring in IB trainers to our schools. Alturas will also send some of its teachers to IB workshops being offered throughout the country. Members of the organizing group, in preparation for application, have attended IB Category 1 trainings.

Research has been conducted regarding the training requirements for IB candidacy, but until applications are submitted, fees paid, and candidacy has begun the Academy is unable to access the exact training opportunities and requirements.

The Academy anticipates beginning this process early in 2016 and will immediately get to work developing a more in-depth Professional Development Plan.

International Baccalaureate Timeline found on ibo.org





CERTIFICATE OF ATTENDANCE

This is to certify that

Michelle Ball

took part in the workshop

PYP Category 1 Making the PYP Happen in the Classroom

in Austin, Texas, from July 29-August 1, 2015.

The workshops were organized by Texas IB Schools in cooperation with the IB Global Centre, Bethesda, and were led by experienced practitioners of the IB.

Dr. Siva Kumari, IB Director General

Karen Phillips, Texas IB Schools Executive Director

Attendance at all Texas IB Schools workshops is worth 18 hours of instruction, including Texas Education Agency Gifted/Talented training credit.



CERTIFICATE OF ATTENDANCE

This is to certify that

Sue Holmes

took part in the workshop

PYP Category 1 An Introduction to the PYP Curriculum Model
in Austin, Texas, from July 29-August 1, 2015.

The workshops were organized by Texas IB Schools in cooperation with the IB Global Centre, Bethesda, and were led by experienced practitioners of the IB.

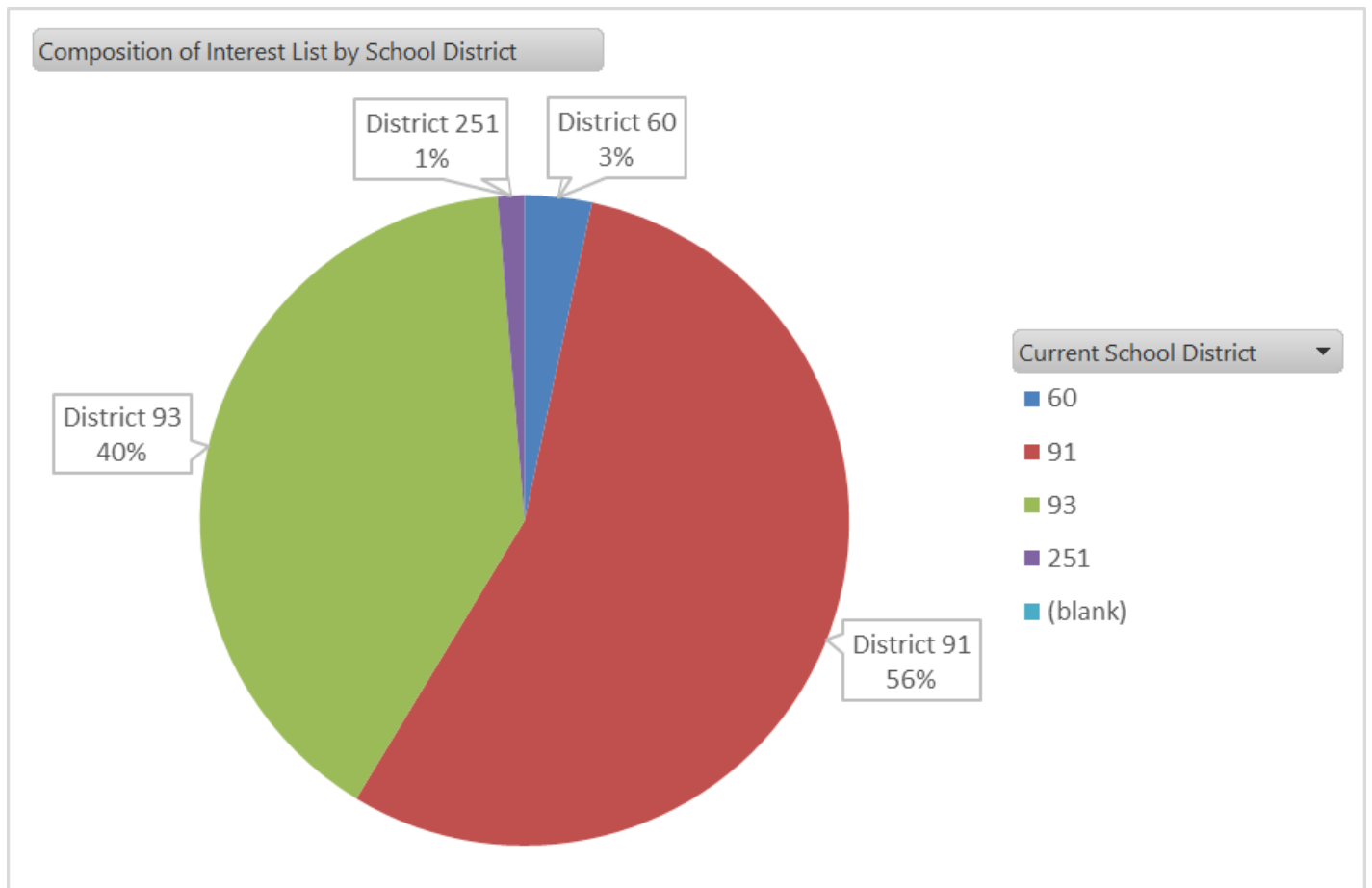
Dr. Siva Kumari, IB Director General

Karen Phillips, Texas IB Schools Executive Director

Attendance at all Texas IB Schools workshops is worth 18 hours of instruction, including Texas Education Agency Gifted/Talented training credit.

Appendix O: Outreach Activities

Current Outreach has been limited to word of mouth and social media campaigns. Efforts have been made to provide outreach to a broad area both geographically and socio economically. The Board has identified additional community outreach organizations that serve lower income populations as well as minority groups. Outreach will intensify once the charter is approved. The included graphic demonstrates the current interest distribution among the school districts in the primary enrollment area as a result of limited outreach.



Appendix P: Interested Family List

The following list was compiled in several weeks primarily by word of mouth. Larger advertising efforts are underway and the list continues to increase.

	LAST NAME	FIRST NAME	E-MAIL ADDRESS	CHILD NAME	GRADE	PHONE NUMBER	DISTRICT
1	Atamanczyk	Katherine	kataman01@hotmail.com	Male	6		91
2	Atamanczyk	Katherine	kataman01@hotmail.com	Male	3		91
3	Atamanczyk	Katherine	kataman01@hotmail.com	Female	K		91
4	Allen	Amy	amyceleste@cableone.net	Gracie	4	(208) 313-6076	91
5	Anderson	Carol	carol@carolvanderson.com	Kyle	5	(208) 390-8950	91
6	Anderson	Sarah	sarara123@gmail.com		4		91
7	Anderson	Trisha	rishy.moto@gmail.com		6		93
8	Anderson	Trisha	rishy.moto@gmail.com		3		93
9	Anderson	Trisha	rishy.moto@gmail.com		K		93
10	Atkinson	Dave & Kari	davepatkin@yahoo.com	Sadee	8	(208) 270-2393	
11	Atkinson	Dave & Kari	davepatkin@yahoo.com	Ava	5	(208) 270-2393	
12	Bailey	Debbie	debbiebailey1is@gmail.com	Morgan	5		91
13	Bateman	Krishelle	lovessoccer45@hotmail.com	Carter Whalen	K	(208) 520-4908	93
14	Bates	Amber	ajbates32@gmail.com	Kyler Cottle	3		91
15	Bates	Amber	ajbates32@gmail.com	Kami	1		91
16	Bates	Laura	birdbates@hotmail.com	Emmitt	4		
17	Bates	Laura	birdbates@hotmail.com	Collin	1		
18	Beck	Arika	angelbeck628@gmail.com	Zeke	6	(208) 604-2341	91
19	Beck	Arika	angelbeck628@gmail.com	Zara	4	(208) 604-2341	91
20	Beck	Arika	angelbeck628@gmail.com	Dexter	2	(208) 604-2341	91
21	Beck	Arika	angelbeck628@gmail.com	Kingston	k	(208) 604-2341	91
22	Bishop	Jennifer	jenndubs@yahoo.com	Kloee	5	(208) 604-1405	91
23	Bishop	Jennifer	jenndubs@yahoo.com	Lillee	2	(208) 604-1405	91
24	Bishop	Alysa	alysabishop@gmail.com	Female	1		
25	Blanchard	Dawn	Blanchardtwins@msn.com	Garrett	6	(208) 542-6069	93
26	Blanchard	Dawn	Blanchardtwins@msn.com	Grant	6	(208) 542-6069	93
27	Blanchard	Dawn	Blanchardtwins@msn.com	Spencer	1	(208) 542-6069	93
28	Bowen	Erin	erinmcabery.kay@gmail.com	Drake Tew	1	(208) 346-2419	91
29	Butcher	Katie	benkatiebutcher@yahoo.com	Hyrum	3	(208) 705-0221	91
30	Butcher	Katie	benkatiebutcher@yahoo.com	Alison	K	(208) 705-0221	91
31	Chestnut	Desirae	chesnut.desirae@gmail.com				93
32	Christensen	Nicole	Nikkipeach@hotmail.com	Westley	6	(208) 850-8825	93
33	Christensen	Nicole	Nikkipeach@hotmail.com	Miles	4	(208) 850-8825	93
34	Christensen	Nicole	Nikkipeach@hotmail.com	Belle	3	(208) 850-8825	93
35	Christensen	Nicole	Nikkipeach@hotmail.com	Claire	1	(208) 850-8825	93
36	Clyde	Carrie	carrieclyde@hotmail.com	Emmy	6		91
37	Clyde	Carrie	carrieclyde@hotmail.com	Jaya	4		91
38	Clyde	Carrie	carrieclyde@hotmail.com	Isaac	2		91
39	Cole	April	aprilcole@hotmail.com	Rebecca	2		60
40	Cutler	Elizabeth	Justbita@hotmail.com		3		93
41	Cutler	Elizabeth	Justbita@hotmail.com		1		93
42	Dallimore	Andrea	andrea.dallimore@gmail.com	Isaac	4	(208) 521-9187	93
43	Dallimore	Andrea	andrea.dallimore@gmail.com	Emily	1	(208) 521-9187	93
44	Davenport	Katie	Katie1241@hotmail.com	Paige	5		93
45	Davenport	Katie	Katie1241@hotmail.com	Connor	4		93
46	Davenport	Katie	Katie1241@hotmail.com	Cole	K		93
47	Draper	Lois	draper1502@gmail.com	Kenya	2		91
48	Draper	Lois	draper1502@gmail.com	Jasmin	K		91
49	Elkington	Heidi	heidielkington@gmail.com		4		60
50	Elkington	Heidi	heidielkintin@gmail.com		4		60

51	Gilbert	Candise	gilbertcandise@yahoo.com	Eliza Jane	5	(208) 821-1757	91
52	Hales	Jason	redhales@gmail.com	Matthew	6	(208) 270-2808	91
53	Hales	Jason	redhales@gmail.com	Rachel	4	(208) 270-2808	91
54	Hales	Jason	redhales@gmail.com	Owen	1	(208) 270-2808	91
55	Hansen	Christina	hansencd1@gmail.com	Lorelei	6	(208) 881-3467	93
56	Hansen	Christina	hansencd1@gmail.com	Anjolie	4	(208) 881-3467	93
57	Hansen	Christina	hansencd1@gmail.com	Jocelyn	2	(208) 881-3467	93
58	Hansen	Christina	hansencd1@gmail.com	Weston	1	(208) 881-3467	93
59	Hansen	Michelle	mstyle59@icloud.com	Laila	2	(208) 629-9609	93
60	Hare	Cindy	cindyhare@gmail.com		K		93
61	Hare	Cindy	cindyhare@gmail.com		k		93
62	Harper	Phil & Amanda	amandaharper05@gmail.com	Sydney	4	(208) 360-1371	91
63	Harper	Phil & Amanda	amandaharper05@gmail.com	Austin	3	(208) 360-1371	91
64	Harris	Aubree	caharris125@gmail		3		60
65	Hildebrandt	Julia	hildebrandts2005@gmail.com	Hannah	3		91
66	Hildebrandt	Julia	hildebrandts2005@gmail.com	Kaylee	K		91
67	Hunter	Kristel	kristelhunter@gmail.com	Breah	6	(208) 709-6485	91
68	Hunter	Kristel	kristelhunter@gmail.com	Addison	4	(208) 709-6485	91
69	Hunter	Kristel	kristelhunter@gmail.com	Clarissa	2	(208) 709-6485	91
70	Jensen	Kim	Kimmyzbiz@hotmail.com	Male	5	(208) 589-2804	251
71	Jensen	Kim	Kimmyzbiz@hotmail.com	Female	3	(208) 589-2804	251
72	Jensen	Lacey	cherrychic011@yahoo.com	Eva	5		91
73	Jensen	Lacey	cherrychic011@yahoo.com	Sienna	4		91
74	Jensen	Lacey	cherrychic011@yahoo.com	Bella	2		91
75	Jensen	Lacey	cherrychic011@yahoo.com	Truman	K		91
76	Johnson	Jenna	jennajoejohnson@yahoo.com	Gracie	6		91
77	Johnson	Jenna	jennajoejohnson@yahoo.com	Easton	4		91
78	Johnson	Jenna	jennajoejohnson@yahoo.com	Harper	K		91
79	Kelley	Diana	dkelley8978@gmail.com	Jasmin	2		93
80	Kelly	Trent & Heather	Kellymeli@gmail.com	Hallie	4		93
81	Kelly	Trent & Heather	Kellymeli@gmail.com	Jace	2		93
82	Kelly	Trent & Heather	Kellymeli@gmail.com	Heather	K		93
83	Kenyen	Amie	amiekenyen@gmail.com		6		91
84	Kenyen	Amie	amiekenyen@gmail.com		4		91
85	Klinkel	Kortney	klinkel@gmail.com	Female	1		91
86	Koster	Audree	kosters2006@gmail.com	Chloee	4		93
87	Koster	Audree	kosters2006@gmail.com	Coleson	1		93
88	Lago	Jan	janland13@hotmail.com	Sadie	K		93
89	Lee	Nettie	nettieandb@yahoo.com	Spencer	6		91
90	Lee	Nettie	nettieandb@yahoo.com	Abby	4		91
91	Lee	Nettie	nettieandb@yahoo.com	Taylor	1		91
92	Lepler	Katrin	nirtak@gmail.com		K		
93	Liljenquist	Wendy	liljenquistw@gmail.com	Maxwell	2		91
94	Lugo	Taylor	taylorlugo333@gmail.com		6		93
95	Lugo	Taylor	taylorlugo333@gmail.com		4		93
96	Lugo	Taylor	taylorlugo333@gmail.com		2		93
97	Lugo	Taylor	taylorlugo333@gmail.com		K		93
98	Lybbert	Angey	angeysstuff@msn.com	Male	6	(208) 681-6018	91
99	Lybbert	Angey	angeysstuff@msn.com	Female	4	(208) 681-6018	91
100	Mendenhall	Meg	Megmendenhall@gmail.com	Miller	1	(435) 881-7504	91

101	Moore	Karen	ktmcreationsllc@gmail.com		5	(208) 589-7635	93
102	Moore	Karen	ktmcreationsllc@gmail.com		3	(208) 589-7635	93
103	Moore	Karen	ktmcreationsllc@gmail.com		1	(208) 589-7635	93
104	Morgan	Mckenzie	mckenziebowen@hotmail.com	Kohler	6	(208) 201-4651	91
105	Morgan	Mckenzie	mckenziebowen@hotmail.com	Jack Bowen	5	(208) 201-4651	91
106	Morgan	Mckenzie	mckenziebowen@hotmail.com	Ryker	5	(208) 201-4651	91
107	Morgan	Mckenzie	mckenziebowen@hotmail.com	Addison Bowen	3	(208) 201-4651	91
108	Murphy	Kimri	kimri@live.com	Jaden	6	(208) 357-6703	91
109	Murphy	Kimri	kimri@live.com	Landon	3	(208) 357-6703	91
110	Murphy	Kimri	kimri@live.com	Alisha	K	(208) 357-6703	91
111	Murphy	Kimri	kimri@live.com	Ely	K	(208) 357-6703	91
112	Ogden	Christine	christineogden81@gmail.com	Reece	6	(208) 709-6634	93
113	Ogden	Christine	christineogden81@gmail.com	Tristan	2	(208) 709-6634	93
114	Ogden	Maren	marenogden@hotmail.com	Charlize	6	(208) 589-2536	91
115	Ogden	Maren	marenogden@hotmail.com	Benson	4	(208) 589-2536	91
116	Ogden	Maren	marenogden@hotmail.com	Ledger	3	(208) 589-2536	91
117	Phillips	Genessa	genessaphillips@gmail.com	Bridger	3		93
118	Phillips	Genessa	genessaphillips@gmail.com	Drayson	K		93
119	Poulsen	Deanna	rdpoulsen@gmail.com	Taylor	5		91
120	Poulsen	Deanna	rdpoulsen@gmail.com	Tanner	3		91
121	Poulsen	Deanna	rdpoulsen@gmail.com	Kortlen	1		91
122	Rigby	Martha	rigby294@yahoo.com	Spencer	2		60
123	Rose	Leisle	roseleisle@hotmail.com	Rylee	6	(208) 419-5540	93
124	Rose	Leisle	roseleisle@hotmail.com	Bowen	4	(208) 419-5540	93
125	Rydalch	Nathan & Nancy	Nrydalch2@hotmail.com	Olivia	3	(208) 680-1307	93
126	Shuman	Lisa	ldshoeman@gmail.com	Caprice	5		93
127	Shuman	Lisa	ldshoeman@gmail.com	Taybre	3		93
128	Shuman	Lisa	ldshoeman@gmail.com	Dax	K		93
129	Shumway	Natalie	nshumway8@yahoo.com	Clark	5	(208) 569-2701	93
130	Shumway	Natalie	nshumway8@yahoo.com	Grant	2	(208) 569-2701	93
131	Sievers	Candice	bkinblk@hotmail.com	Kadence	6		93
132	Sievers	Candice	bkinblk@hotmail.com	Kwace	4		93
133	Sievers	Candice	bkinblk@hotmail.com	Connely	2		93
134	Sievers	Candice	bkinblk@hotmail.com		K		93
135	Smith	Jennifer	Pixiedreamin@gmail.com		K		
136	Smith	Crystal	Cryjartrin@hotmail.com		4		93
137	Smith	Crystal	Cryjartrin@hotmail.com		1		93
138	Snyder	Aniko	aniko.snyder@gmail.com	Lauren	6	(208) 932-4255	91
139	Stierle	Kimberly	kimstierle22@hotmail.com	Kambree	2		91
140	Stierle	Kimberly	kimstierle22@hotmail.com	London	K		91
141	Thibodeau	Natalie	qnthibfam@gmail.com	Lily	4		91
142	Thibodeau	Natalie	qnthibfam@gmail.com	Allyson	1		91
143	Virgin	Julie	Julie13@virginfam.com	Kaylee	4		91
144	Virgin	Julie	Julie13@virginfam.com	Josh	1		91
145	Wachter	Blake	blake.wachter@gmail.com	Amber	6		93
146	Wachter	Blake	blake.wachter@gmail.com	Dylan	3		93
147	Walker	Katie	katiewalk@icloud.com	Grace	4	(208) 757-2800	91
148	Walker	Katie	katiewalk@icloud.com	Finn	3	(208) 757-2800	91
149	Watkins	Angela	watkinsa@byui.edu	Easton	4	(208) 403-5506	91

150	Watkins	Damond & Jinger	mascoma3@me.com	Eloise	4	(208) 520-2971	91
151	Watkins	Damond & Jinger	mascoma3@me.com	Emilia	K	(208) 520-2971	91
152	Willmore	Tory & Alida	amcbeal104@aol.com	Kaeden	2		91
153	Willmore	Tory & Alida	amcbeal104@aol.com	Kaylie	K		91
154	Yates	Diana	dianakyates@yahoo.com	John	6		91
155	Zolman	Megan	meganzolman@yahoo.com	Isabelle	5		91
156	Zolman	Megan	meganzolman@yahoo.com	Hyrum	3		91
157	Zolman	Megan	meganzolman@yahoo.com	Sienna	K		91

Appendix Q: Handbook

Alturas International Academy

[Street Address, City, ST ZIP Code]

[Website] T: [Telephone]

Mission:

Alturas International Academy is committed to empowering students to become successful life-long learners and leaders in a global world. The community of the school will work together to create learners who are engaged and responsible for achieving their full academic and social potential in an environment that fosters students to explore, investigate, and analyze real world problems through high academic standards.

Vision

The Alturas Academy will support and inspire every child to think critically, to learn, to care, and will foster self-reliant students to become life-long learners in an environment that promotes the advancement of the individual as well as the community of the world they live in.

Daily Schedule

Monday – Thursday

8:00 a.m. – 3:00 p.m.

Fridays: **Students do not attend**

For your child's safety, students shall not arrive on school grounds prior to 15 minutes before school and must exit school grounds no later than 15 minutes after the final bell. School personnel are not available for supervision outside of these times.



Alturas International Academy is a public charter school approved by the Idaho Charter School Commission.

In accordance with our Charter, ALTURAS INTERNATIONAL ACADEMY provides a high quality education, preparing students to excel in the local and international communities and meet or exceed the Idaho Core Standards.

This will be provided in caring, yet challenging, multi-age classrooms consistent with the International Baccalaureate framework.

Alturas Academy does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Any variance should be brought to the attention of the administration through personal contact, letter, phone, or email

Why No Friday Attendance?

Alturas International Academy has established a 4-day school week for several reasons:

- Longer days, Monday – Thursday allow for a more in-depth approach to learning and teaching.
- Several times throughout the year students will be offered additional learning opportunities outside the regular school-week which would include Fridays. Such activities could include fieldtrips that extend the learning from within the classroom, service learning opportunities within the community, and exposure to a wide variety of lifetime sports and outdoor activities.
- Alturas International Academy teachers and instructional staff use the time on Friday to collaborate, take continuing education classes and professional development, and prepare for the following the week.



Contact Information

Administrative Staff:

- Executive Director: *name and email*
- Elementary Director: *name and email*
- Business Manager: *name and email*
- Head Teacher: *name and email*
- Administrative Support: *name and email*

Teaching Staff:

- Kindergarten:
- 1st – 3rd Grade Team:
 - Teacher name and email
 - Teacher name and email
 - Teacher name and email
- 4th – 6th Grade Team:
 - Teacher name and email
 - Teacher name and email
 - Teacher name and email

An up-to-date staffing list with staff photos, resumes, and contact information is located under the 'Faculty & Staff' tab on the Alturas International Academy website. (www.websiteaddress.org)

School Calendar 2016-17

First Day	8-15-16
Last Day (1/2 day)	6-8-17
NO SCHOOL	
Labor Day	9-5-16
Fall Break	9-26-16 thru 9-29-16
First Trimester S/P/T Conferences	10-6-16
Thanksgiving Break	11-21-16 thru 11-24-16
Holiday Break	12-19-16 thru 12-29-16
Martin Luther King Day	1-16-17
Second Trimester S/P/T Conferences	1-19-17
President's Day / Winter Break	2-20-17 thru 2-23-17
Spring Break	4-17-17 thru 4-20-17
Third Trimester S/P/T Conferences	4-27-17
Memorial Day	5-29-17

Alturas International Academy's Educational Philosophy

Alturas International Academy's philosophy of education is grounded in the core belief that students must be prepared to live, work and positively contribute to a global community within the 21st Century. Students will require a vast set of skills, attributes and attitudes to be successful. Alturas International Academy will provide a challenging academic program utilizing the Idaho Core Standards coupled with the International Baccalaureate (IB) framework for curriculum and will incorporate proven methodologies that will foster students who are responsible citizens, intellectually capable, and competitive in every aspect of society.

By providing students with the Idaho Core Standards and IB curriculum, Alturas International Academy will offer students the rich experience of internationalism, second language instruction, challenging interdisciplinary instruction aligned with the Idaho Core Standards and rigorous assessment. Visual, auditory, tactical, global, kinesthetic, and analytic strategies will be incorporated into lessons and units of instruction, giving students an increased choice of learning styles in their education. Technology, literature, art projects, music, research, nonfiction reading and a wide range of writing will be integrated into lesson plans providing students with the opportunity to interact and connect their learning to the real world.

Alturas International Academy will implement a cross-grade mentoring program which will give older students a very compelling and well-researched means for tutoring younger students, from which they will learn responsibility and interpersonal skills. At the same time, mentoring students will practice their written and oral communication skills, their ability to collaborate effectively and will reinforce their own academic skills. Alturas International Academy will also strive to involve students in a variety of community programs and service learning opportunities with the intention of strengthening the students' awareness of the community to which they belong.

Alturas International Academy's intention is to become an International Baccalaureate School and will apply to be a candidate. The International Baccalaureate Program is a non-profit educational foundation that develops the intellectual, personal, emotional, and social skills needed to live, learn and work in the 21st century. The IB has a reputation for high standards of teaching, leadership, and student achievement by incorporating programs of international education and rigorous assessments. The program encourages lifelong learners by encouraging students to ask challenging questions, to critically reflect, to develop research skills, to love learning, and understand the need for community service. The IB program inspires young people to become active, compassionate, and respect the difference and diversity of different cultures.

The IB framework for curriculum supports students becoming:

- **Knowledgeable.** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. IB students are extraordinarily well prepared for the academic requirements of university coursework.
- **Thinkers.** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. IB students contribute to discussions in a meaningful way. They do not shy away from challenging questions and, once they know the answer, follow up by asking "why?"
- **Communicators.** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. IB students regularly deliver stimulating presentations and drive excellence in group assignments.
- **Principled.** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. IB students are infused with the academic integrity that is a fundamental value of universities, colleges and in the workplace.

- **Open-minded.** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international mindedness complements the missions of the best post-secondary institutions.
- **Caring.** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. IB students bring this commitment to their communities and their activities and leadership roles at post-secondary institutions and carry it throughout their lives.
- **Risk-takers.** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they have the confidence to approach new or unfamiliar subjects or material.
- **Balanced.** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.
- **Reflective.** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. IB students have developed an ability to reflect on their learning and to articulate how they learned.

Curriculum

Elements of the Written Curriculum

- **Knowledge:** Significant, relevant content that students explore and know about, taking into consideration their prior experience and understanding.
- **Concepts:** Powerful ideas that have relevance within the content areas but also transcend them and that students must explore and re-explore in order to develop a coherent, in-depth understanding.
- **Skills:** Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which may be disciplinary or transdisciplinary in nature.
- **Attitudes:** Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people.

Transdisciplinary Themes

- **Who we are:** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
- **Where we are in place and time:** An inquiry into orientation in place and time; personal histories; homes and journey; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- **How we express ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

- **How the world works:** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
- **How we organize ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
- **Sharing the planet:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Admissions Procedures

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

Enrollment Deadline

Each year Alturas International Academy shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to attend Alturas Academy for the next school year must be received. The enrollment deadline cannot be changed once the enrollment information is disseminated.

(insert current deadline date)

Requests for Admission

A parent, guardian, or other person with legal authority to make decisions regarding school attendance on behalf of a child in this state, may make a request in writing for such child to attend Alturas International Academy, by completing an admissions form.

- In the case of a family with more than one (1) child seeking to attend Alturas International Academy, one admissions form must be submitted on behalf of all siblings.
- The admissions form must be submitted to, and received by, Alturas Academy on or before the enrollment deadline (Insert date).
- Only those admissions forms submitted that are received prior to the enrollment deadline shall be permitted in the lottery. Written requests for admission received after the established enrollment deadline will be added to the bottom of the final selection list for the appropriate grade.
- A lottery is utilized to determine which prospective students will be admitted to the Academy. Alturas International Academy follows Idaho Code Section 33-502 (j). Prospective students will be placed in priority groups as follows:
 - **First Priority:** The first priority group of Alturas Academy will include the children of full-time employees, children of the Founders (provided that this admission preference shall be limited to not more than ten percent (10%) of the initial capacity of Alturas Academy).
 - **Second Priority:** The second priority group is siblings of pupils already selected by the lottery.
 - **Third Priority:** The third priority group is students who reside in the primary attendance area of Alturas Academy.

- **Fourth Priority:** The fourth priority group includes students who reside outside of the primary attendance area of ALTURAS INTERNATIONAL ACADEMY.

Admission Preferences for Subsequent Enrollment Periods

- **First Priority:** Pupils returning to Alturas Academy in the second or any subsequent year of operation are automatically enrolled in the appropriate grade and do not need to be selected by lottery.
- **Second Priority:** To children of founders and full time employees, provided that this admission preference shall be limited to not more than (10%).
- **Third Priority:** Siblings of pupils already enrolled in Alturas International Academy.
- **Fourth Priority:** Prospective students residing in the primary attendance area of Alturas International Academy.
- **Fifth Priority:** Prospective students residing outside the primary attendance area of Alturas Academy.

Proposed Attendance List for Lottery

Alturas International Academy complies with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Proposed Attendance List for Lottery.

Equitable Selection Process

Alturas International Academy complies with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Equitable Selection Process.

Waiting Lists

Once the equitable selection process is conducted each year, waiting lists for each grade will be developed. Students will be placed on the list according to the order they were drawn for each priority group. Those lists will be used to fill available spots until the next equitable selection process is conducted. If a student does not accept an offer for enrollment or the parent does not respond to the offer by the date designated in the offer, the student's name will be removed from the list and the next eligible student will be offered the seat.

- ***Wait lists will not carry over from one year to the next.***

Entrance Enrollment and Registration Requirements

A record of immunizations, a certified copy of the original birth certificate and proof of residence are required of all students at registration.

- **Kindergarten:** Student must be five years of age on or before September 1 of the current year. (See Idaho Code 33-201)
- **First Grade:** Student must be six years of age on or before September 1 of the current year.
 - *If a child has attended kindergarten in another state for a full 450 hours of instruction they may enroll in first grade without meeting the age requirement.*

Denial of Enrollment

Per Idaho Code 33-205 the school's board of directors may deny enrollment to Alturas International Academy to any student who is habitually truant, or who is incorrigible, or whose conduct, in the judgment of the board is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in the school is detrimental to the health and safety of other students or who has been expelled from another school district in this state or any other state. Any pupil having been denied enrollment or expelled may be enrolled or readmitted to the school by the board of directors upon such reasonable conditions as may be prescribed by the board: but such enrollment or readmission shall not prevent the board from again expelling such pupil for cause.

Advanced Opportunities

Students attending the Academy in 7th grade will qualify to participate in the 8 in 6 program. The 8 in 6 program considers the two (2) years of junior high, the four (4) years of high school and the first two (2) years of college or professional-technical preparation that normally take eight (8) years to complete and compresses it into six (6) years by taking full course loads during the school year and one (1) or two (2) online courses during the summer or as overload courses. The 8 in 6 program provides students with the means of completing high school graduation requirements at an accelerated rate. Once state graduation requirements are satisfied, students can stay in high school and take college credits paid for by the state (under the Dual Credit for Early Completers program) and graduate with their peers.

Assessment and Measures of Growth

Alturas International Academy will utilize information from both standardized evaluations and alternative assessment measurements and will emphasize assessments that enhance learning. Teachers will use assessments as an evaluation of student learning and a reflection of their teaching to help drive instructional decisions. Students will view assessments as learning experiences and challenges. Students' growth and development will reflect understanding, application, and synthesis of the Idaho Core Standards and the International Baccalaureate Program.

Portfolio of Learning:

Alturas International Academy students will meet or exceed the Idaho Core Standard and will reach their highest levels of individualized achievement on all standard measurements. Students' progress will be assessed through a variety of assessments as delineated by the unit learning targets determined by the Professional Learning Teams (PLC) teaching-teams. Students will track their progress and evidence of their learning in a portfolio that catalogs his or her interests, passions, strengths, weaknesses, and learning strategies that work best for them. It also reflects the achievement, proficiency and progress toward proficiency as related to the Idaho Core Standards, the IB learning objectives, and the learning targets for each unit of instruction. Standards Based Grading (SBG) reports are included in a student's portfolio which target specific learning standards and objectives.

Standards Based Grading:

Standards-based grading focuses on measuring students' proficiency on a specific set of outcomes. These outcomes are shared with students at the outset of the course, along with a learning scale, or rubric, that explains the essential outcome in detail. A student's progress toward proficiency is tracked by performance on learning tasks that align to the outcome, which encourages student ownership of the learning and allows the teacher to provide accurate feedback to the student. The goal of a standards-based approach is to clearly communicate to students and parents what is expected of the students and how to help them be successful in their educational journey.

Standardized Testing

Alturas International Academy will participate in all state mandated testing, including the ISAT, ISAT Alt, IRI, IELA, and NAEP. These assessments will occur during the state mandated testing windows outlined by the State Department of Education. Alturas International Academy will publish the testing windows each year and will inform parents of actual test dates as soon as they become available.

Renaissance Learning literacy, numeracy, reading and mathematics assessments will be used at least three times a year to measure proficiency levels, student academic growth and students' progress toward learning goals.

Attendance

Alturas International Academy is committed to providing a rich and valuable learning experience each day. More importantly, regular school attendance is the single strongest contributing factor to academic growth and is essential for the student to make the most of his/her education by benefiting through teacher-led activities, building each day's learning on that of the previous day, and growing as an individual. Attending school regularly helps children feel better about school—and themselves.

It is essential students are on time and have good attendance habits. Good attendance will help our students be more prepared to learn each day and will help them acquire the work habits required for success in high school, college, and in the work place.

- **On-Time Arrival:** Class instruction begins promptly at **8:00 a.m.** Please ensure students are dropped-off early enough to allow them to be in their classrooms ready to learn by 8:00 a.m.
- **Late Arrival:** If students arrive **after 8:00 a.m.** will be considered **late or tardy**. If arriving late, parents enter the building and check their child in at the front office. For safety reasons, please do not take your child directly to the classroom if they are entering the school late.
 - When a student's late arrival becomes frequent (four (4) or more late arrivals in a trimester), the student will be referred to the Principal for corrective action which may include, but is not limited to, meeting with parents/guardians to develop an Attendance Plan. If the initial corrective action proves ineffective in changing the student's attendance behavior, further corrective action will be required and may include, but is not limited to, before or after-school detention, or loss of privileges.

NOTIFICATION OF ABSENCE:

Please notify Alturas International Academy by 9 AM if your child will be absent from school. You may also email notification at (provide website)

Provide the following information:

- Student's name
- Name of parent/guardian reporting the absence
- Reason for absence
- Estimated date of return

Unexcused Absences:

A student may have no more than four (4) unexcused absences per trimester. When a student's unexcused absences reach four (4) in a trimester, Alturas International Academy will meet with the student's parent/guardian and establish an attendance Plan/Contract aimed at improving attendance. If a student fails to comply with the Attendance Plan and the student's absences reach six (6) in a trimester, the Principal and classroom teacher will make a determination for an appropriate course of action which may include, but is not limited to before or after school detention and make-up time, suspension, removal, referral to other governmental agencies, and/or court referrals.

Excused Absences:

The school board and administration understand there are legitimate reasons for not coming to school such as illness, grievance, medical or legal appointments, or family emergencies. However, even if a student misses school for these reasons, it is necessary that the parent phone the school to inform the office of the absence or send a note explaining the absence when the student returns. Students are responsible to make up any work they miss while absent.

Planned Absences:

For planned professional appointments (dentist, doctor, etc.), please notify Alturas International Academy at least one day in advance of the planned. To the extent possible, schedule these appointments for Fridays when students are not in class.

Backpacks

Students are allowed to carry backpacks, sling back backpacks, cinch sacks, bags and purses to and from school. Students must place these items in their locker or designated area before the start of the school day. During the school day, these items will not be allowed in instructional areas unless approved by the administration. Personal hygiene items may be retrieved as needed.

WHEN TO KEEP YOUR CHILD HOME

- If they have a fever over 100 °
- Cold w/ symptoms that interfere with his/her ability to perform at school (uncontrollable coughing, severe lack of energy)
- Green nasal discharge that continues throughout the day
- Conjunctivitis (pink-eye)
- Diarrhea/Vomiting
- Common infectious diseases (influenza, chickenpox, etc.)
- Strep Throat: A student with strep throat may return to school 24 hours after antibiotic treatment has begun.
- With physician orders

Bicycles, Scooters, Skateboards

Students may ride bicycles, scooters, skateboards and other equipment to school. When they arrive on school grounds, for safety reasons, students must dismount and walk it to the rack and secure it.

Communication

- We believe it takes the entire community to educate children and prepare them for the future.
- We believe effective communication will allow parents and community members to be connected to our school.
- We believe Alturas International Academy delivers effective educational researched-based programs designed to meet the needs of ALL students.
- We believe the mission of Alturas International Academy is to partner together to provide a safe and nurturing environment, recognize academic and social growth, and prepare each student for the next level of learning.
- We believe in developing school excellence that is linked to the community and is constantly evolving and improving.
- We believe that good communication is critical to our success.

Alturas International Academy makes every effort to keep parents well-informed regarding school events, classroom activities, and other school-related information. Our primary means of communicating with parents includes:

- Direct phone calls
- Class / school newsletter
- Parent Teacher Association newsletters and memos
- Up-to-date website
- Text messages
- Social Media
- Email
- Face-to-face meetings
 - Alturas International Academy's administration has an open door policy. If you have questions or concerns, you are invited and welcome to stop by the school.
 - Teachers welcome parents and would love to meet with them anytime outside of the instructional day.

To insure availability specific meeting times can be scheduled through the front office or by email.

Checking Students Out of Class

Please do not go directly to the classroom to retrieve your child. For safety purposes, students will not be released to any person other than parent/guardian without written authorization from the parent/guardian and will not be released from the classroom. If you need to pick up your child during the school day, please follow the procedures below.

In the front office:

- Show your photo ID to the office staff
- Sign your child out on the electronic form in the front office

- Wait in the office until your child comes to the office
- Leave the school through the front doors

Closed Campus

Alturas International Academy is a closed campus. Once students are on campus, they are required to have permission from parents or guardian to leave the campus. Leaving campus without permission constitutes truancy.

Change of Address or Contact Information

Please keep the school informed of your correct home address, phone numbers for home, business and your emergency contact(s), and e-mail address. Updating this information will ensure that we will be able to contact you in an emergency.

Discipline and Behavior Expectations

The primary focus at Alturas International Academy is on the academic success of every student. We seek to build within each child a love of learning, a sense of responsibility, self-discipline, a positive self-image, and respect for others. Students are expected to make positive behavior choices that promote their safety, the safety of others, and a productive learning environment.

Philosophy

School discipline is a collaborative effort by the parents, guardians, students, and staff. The focus of the Alturas International Academy’s Discipline Policy is to promote positive behavior choices by recognizing students who engage in consistent positive behavior. However, mistakes are a natural part of growth. We help students reflect on errors in judgment and behavior and support them in learning how to make better decisions. We teach and model positive behavior including listening, cooperation, and mutual respect. We encourage students to make independent decisions and act responsibly towards others and with property. Appropriate, respectful student behavior is a cornerstone of the IB Learner Profile. When this occurs, we believe that a very positive and productive learning environment will result, enabling students to strive for excellence.

School-Wide Behavior Expectations

Students are expected to behave in a safe, responsible and respectful manner throughout the school and in a variety of situations. Expectations for appropriate behavior are explicitly taught to each student at the beginning of the year. Alturas International Academy’s staff reinforces the expectations throughout the year as necessary.

	Hallway	Playground	Cafeteria	Classroom
SAFE	<ul style="list-style-type: none"> • Walk • Follow directions 	<ul style="list-style-type: none"> • Follow safety rules • Stay within boundaries 	<ul style="list-style-type: none"> • Eat your own food • Have a calm body while waiting in line and eating 	<ul style="list-style-type: none"> • Stay in your personal space • Walk • Use materials or equipment as they are intended to be used
RESPONSIBLE	<ul style="list-style-type: none"> ▪ Go directly to where you need to be. ▪ Stay to the right ▪ Follow directions. 	<ul style="list-style-type: none"> ▪ Dress appropriately for the weather. ▪ Be a problem solver. ▪ Tell an adult if you see an unsafe choice. ▪ Line up when the signal is given ▪ Follow directions. 	<ul style="list-style-type: none"> ▪ Make room for all of your friends at the table. ▪ Be a problem solver. ▪ Clean up your space. ▪ Follow directions. 	<ul style="list-style-type: none"> ▪ Clean up after yourself. ▪ Follow directions and classroom routines. ▪ Ask for help if you need it. ▪ Do quality work. ▪ Be a problem solver.

RESPECTFUL	<ul style="list-style-type: none"> ▪ Enjoy the artwork; look with your eyes only. ▪ Stay in your personal space. ▪ Voice level 0 or 1. 	<ul style="list-style-type: none"> ▪ Use kind language. ▪ Take turns. ▪ Be a good sport. ▪ Respect nature. ▪ Follow game rules ▪ Voice level 0-3. 	<ul style="list-style-type: none"> ▪ Use good manners. ▪ Raise your hand if you need an adult's help. ▪ Wait patiently and quietly in line. ▪ Voice level 0-2 	<ul style="list-style-type: none"> • Work cooperatively • Listen carefully while others speak. • Be considerate. • Show kindness to others. • Voice level 0, 1 or 2.
-------------------	--	--	--	--

Voice level 0 = Silent Voice level 1 = whisper Voice level 2 = normal voice Voice level 3 = outside voice

Disciplinary Actions

While most students consistently observe these school-wide expectations and behave safely and appropriately, there are times when misbehavior warrants intervention and consequences. Teachers and other staff use a variety of classroom and behavior management strategies to address such behavior. When these strategies are not successful in changing the behavior and/or serious incidents occur, it is necessary for additional action to be taken.

Possible Consequences:

Careful consideration is given to individual situations and students, so the school's response to misbehavior is appropriate. Consequences are not intended to be punitive, rather, Alturas International Academy views consequences as an additional learning opportunity for students not meeting behavioral expectations. Misbehavior and re-teaching opportunities will be delivered at the lowest level possible to be affective. Depending on the severity of the incident, consequences may include but are not limited to:

- Staff/student conference
- Verbal warning
- Removal from situation
- Time-out
- Apology note
- Parent notification / conference
- Detention
- Loss of privilege
- Restitution
- In-school suspension
- Out-of-school suspension
- Referral to Behavioral Intervention Team
- Referral to law enforcement
- Expulsion

Possible graduated consequences for continued misbehavior could include but are not limited to:

Level 1	Level 2	Level 3	Level 4	Level 5
<u>Teachers use these interventions to help the students change behavior in the classroom.</u>		<u>Progressive graduated consequences determined by administration and Student Support Team</u>		
Classroom Level interventions/consequences If these interventions are successful, referral to the school administrator may not be necessary	Appropriate when Level 1 intervention/consequence has been ineffective In some cases, referral to the school administrator may be necessary	Appropriate when Level 2 intervention/consequence has been ineffective In some cases, referral to the school administrator may be necessary	Appropriate when Level 3 intervention/consequence has been ineffective In some cases, referral to the school administrator may be necessary	Appropriate when Level 4 intervention/consequence has been ineffective In some cases, referral to the school administrator may be necessary
<ul style="list-style-type: none"> • Warning • Letter of apology • Use of Student Problem Solving Worksheet • Seat change • Parent outreach • Teacher conference with student • Mentoring • In-class time-out • Time-out in another classroom setting • Restitution • Reinforcement of appropriate behaviors • Written reflection • Before or after school detention • Behavior contract • Loss or suspension of privileges • Informal and/or preventative school-based mentoring 	<ul style="list-style-type: none"> • Parent/guardian involvement • Phone call/letter to parent or guardian • Confiscation of item • Supervised time-out outside of classroom • Conference with parent or guardian • Detention • Behavior contract • Teacher and/or administrator conference with student and/or parent • Restitution • Parent contract • Peer mediation • Loss or suspension of privileges • Temporary removal from class • Informal and/or preventative school-based mentoring 	<ul style="list-style-type: none"> • Office referral required • Parent/guardian notification required • Campus clean-up • Restitution • In-school intervention • In-school suspension • Decision-making detention • Community Service (Volunteer work for any non-profit organization, public or private, as a form of restitution) • In School Suspension for part of a day • In School Suspension for a day or more • Loss or suspension of privileges • Temporary removal from class • School-based conflict resolution • Referral to Student Support Team • Check and Connect • Check In-Check Out 	<ul style="list-style-type: none"> • Office referral required • Parent/guardian notification required • Restricted activity • Restitution • Modified school day • Loss or suspension of privileges • Temporary removal from class • School-based facilitated conflict resolution • Suspension (1–3 days) except for attendance related offenses) • Student re-entry or success plan • Referral to Student Support Team 	<ul style="list-style-type: none"> • Office referral required • Parent/guardian notification required • Restitution • Suspension (4–10 days) • Extended Suspension (10+ days) • extreme cases) • Student re-entry or success plan • Referral to Student Support Team • Expulsion (to be considered only in the most

It is Alturas International Academy's intention to keep the learning environment safe and conducive to teaching and learning. Good attendance is also essential for continued growth and learning. Therefore, suspension and expulsion will be used after all other consequences and interventions have been exhausted.

Bullying and Harassment

Alturas International Academy defines bullying as a pattern of aggressive, intentional or deliberately hostile behavior that occurs repeatedly and over time. Bullying behaviors normally fall into three categories, physical, emotional, and verbal; and may include, but are not limited to, intimidation, assault; extortion; oral or written threats; teasing; putdowns; name-calling; threatening looks; gestures, or actions; rumors; false accusations; hazing, social isolation, relationship abuse, sexual assault and cyber-bullying.

Cyber Bullying: Alturas International Academy defines cyber bullying as bullying through the use of technology or any electronic communication. This includes, but is not limited to, electronic mail, internet communications, instant messaging, posting on social networking sites, or facsimile communications. Cyber-bullying includes creating a web page or blog in which the creator assumes the identify of another person, the knowing impersonation of another person as the author of posted content or messages, or the distribution by electronic means or communication of messages that meets the definition of bullying above, whether distributed directly or creating a posting that may be accessed by one or more persons. Since most cyberbullying takes place off school grounds, in order for the school to intervene and discipline, the principal is going to need to make the determination that the cyberbullying has adversely affected the educational environment and that, because of the cyberbullying, there is an imminent threat to the safety of a student or to the school learning environment.

Relationship Abuse and Sexual Assault

In accordance with Idaho Code 33-1612, Alturas International Academy promotes the comprehensive prevention of and effective and consistent response to incidents of relationship abuse and sexual assault. Alturas International Academy implements comprehensive prevention strategies regarding adolescent relationship abuse and sexual assault and students are encouraged to contact the principal if they or another student has been abused or sexually assaulted or if they are aware that another student has committed relationship abuse or sexual assault.

Relationship Abuse is defined as the use of physical, sexual, verbal, emotional, or technological abuse by a person to harm, threaten, intimidate, or control another person in a relationship of a romantic or intimate nature, regardless of whether that relationship is continuing or has concluded or the number of interactions between the individuals involved.

Sexual Assault is defined as any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts otherwise directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim.

All bullying/harassment behaviors are unacceptable. Alturas International Academy will provide staff with bully/harassment prevention training annually. Students will be provided with ongoing bully/harassment prevention instruction.

Complaint/Investigative Procedure

All members of the Alturas International Academy community have the right and responsibility to report incidents of concern regarding negative social behaviors including harassment, bullying, relationship abuse and sexual assault so that together we can maintain a safe environment for all and practice the skills necessary for positive relationships within the

community. School administration and teachers are not always present to witness incidents, and therefore can only intervene when they are informed.

Students shall be informed of their right to protection against bullying/harassment behaviors and the right to file a complaint if they believe they have been the victim of bullying/harassment behavior. The principal is responsible for investigating each complaint, determining if the complaint is legitimate in accordance with the above definitions, and taking appropriate corrective action. Any student (be they the victim or the bystander) may initiate a complaint by completing a confidential reporting form and returning it to their teacher or the office. These forms will be available in each class and in the office.

Parents are encouraged to report directly to faculty or administration their concerns about any bullying/harassment behaviors. Parents can share their concerns verbally or in writing, but they are encouraged to complete a confidential reporting form.

Teachers and Staff will report to the school's administration all bullying concerns and incidents that come to their attention through either direct observation or reports from others. All reports that teachers share with the administration will be documented on a bullying/harassment concern report form.

School Administration can also initiate a process to address an observed concern or incident. Depending on the concern, their report may be shared with the classroom teacher of the student(s) involved. All administration initiated reports will be documented on a bullying/harassment concern report form. School Administration will maintain records of all reports filed during the school year.

Intervention/Consequences

Reports of bullying/harassment are taken seriously and shall be dealt with quickly and effectively. After a thorough investigation, if a student is found guilty of bullying/harassment behavior the consequences shall depend on both the results of the investigation and the severity of the incident. Consequences will include a parent conference and may include but are not limited to the following:

- Mediation
- Removal from activity or class
- Loss of privilege
- Counseling
- Referral to the Behavior Intervention Team
- Suspension
- Expulsion
- Referral to local law enforcement agency

Criminal Acts

The following activities are among those defined as "criminal" under the laws of the state of Idaho and the city of Idaho Falls. In addition to serving as grounds for suspension or expulsion from school attendance, students should also know that these activities carry a potential for court action if remanded to civil proceedings. Any perpetrator of a criminal act will be referred to the appropriate legal authority.

The list is partial only, and "criminal acts" are not necessarily limited to the following:

1. **ARSON** The intentional setting of fire

2. **ASSAULT** Physical threats or violence directed at any student or school employee.
3. **BURGLARY OR THEFT** Stealing of school or personal property
4. **EXPLOSIVES, POSSESSION OF** Explosives including firecrackers
5. **EXTORTION, BLACKMAIL, OR COERCION** Obtaining money or property by violence or threat of violence, or forcing someone to do something against his/her will by force, or threat of force
6. **FALSE ALARMS OR BOMB THREAT** Instigating or taking part in false alarms or a bomb threat.
7. **FIREARMS, POSSESSION OF** Firearms are prohibited on school property or at school sponsored events
8. **LARCENY** Theft
9. **LOITERING** A person who disrupts the educational process, or whose presence is detrimental to the morals, health, safety academic learning, or discipline of the pupils, or who loiters in schoolhouses or on school grounds is guilty of a misdemeanor. (Idaho Code, Section 33512).
10. **MALICIOUS MISCHIEF** Property damage.
11. **RIOTING** Disruptive behavior on the part of groups of students.
12. **ROBBERY** Stealing from an individual by force or threat of force.
13. **SALE, USE, OR POSSESSION OF ALCOHOLIC BEVERAGES OR ILLEGAL DRUGS.**
14. **TRESPASS** Being present in an unauthorized place or refusing to leave when ordered to do so
15. **TRUANCY** Truancy from school or from class.
16. **UNLAWFUL INTERFERENCE WITH SCHOOL AUTHORITIES** Interference with school personnel by force, or by violence.
17. **WEAPONS, POSSESSION OF** Possessing, handling, or transmitting any object which may be reasonably considered a weapon at any educational function or school event is prohibited.

Contacting Law Enforcement

When a student is suspected of being in violation of federal, state, or local law, the local law enforcement agency will be notified immediately. The principal or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The principal or his/her designee will notify a parent or guardian of an interview or detainment of a minor student by law enforcement officials. Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws or student handbook rules.

Dual Enrollment

Dual enrollment qualifications and requirements are subject to following Idaho Code 33-203. State funding of a dually enrolled student will be limited to the extent of the student's participation in the Academy's programs. Information concerning dual enrollment options and requirements will be provided to all parents on an annual basis. At that point, the teacher, student, and parents will sit down to discuss all options and a decision will be made.

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

Opportunities for dual enrollment will be communicated to parents and students through ongoing group and individual conferences with the counseling staff, as well as newsletters and other regular communication from the school.

Policies will be developed and adopted within 60 days of the charter's approval. In all cases, transportation shall be provided for students by their parent(s) or the parent's representative when exercising dual-enrollment opportunities.

Dress Code

The purpose of this dress code is to enhance school safety, improve the learning environment, and promote good behavior. Children's attitudes toward schoolwork and behavior are related to the clothing that they wear. Therefore, we recommend clothing and footwear suitable for a working atmosphere and appropriate weather. In order to achieve this goal, the following guidelines are in place at the Alturas International Academy:

- **Shoes:** Tennis shoes or sturdy, form-fitting shoes are recommended for the school day. Flip flops are not permitted but sandals with back straps can be worn. No shoes with wheels will be allowed.
- **Pants, shorts, skirts:** Pants and shorts need to fit snugly at the waist. Sagging clothing is not acceptable. Extremely brief shorts and short skirts are not appropriate for school. Mid-thigh length or longer is appropriate.
- **Shirts:** Shirts **must have sleeves**. Halter, tank, sleeveless athletic jerseys and thin-strapped tops are not permitted unless a shirt w/ sleeves is worn underneath. Shirts must not reveal a student's midriff.
- **General**
 - Tops and bottoms must overlap at all times, including when arms are raised.
 - Hats, caps, hoods, and other headwear may not be worn during the school day unless for school-sponsored activities.
 - Jackets and coats (outerwear) may not be worn indoors during the school day.
 - Sunglasses are not permitted to be worn in the building.

The following items are inappropriate for school and therefore not permitted:

- Any article of clothing or accessory that promotes drugs, alcohol, tobacco, sex, violence, gang affiliation or is offensive.

Drop-Off/Pick-Up Instructions

Drop Off

For your child's safety, students shall not arrive on school grounds prior to 15 minutes before school and must exit school grounds no later than 15 minutes after the final bell. School personnel are not available for supervision outside of these times.

1. Students will be dropped off in the designated drop zone and will exit the vehicles **only from the right**, passenger side of the vehicle.
2. Students should enter the school building immediately after being dropped off.

Pick up

1. Drivers picking up students will **remain in their vehicles**. Do not park your vehicle in the pick-up zone. Park your car in the parking lot and come into the school if necessary.
2. Students who ride buses will be lined up inside and escorted to their proper bus.

3. Students who will be walking, will line up inside and be escorted to an exit door. Students living within walking distance should walk directly home and not linger on school grounds.
4. Students waiting to be picked-up will line up inside and be escorted to an exit door.

A staff member will supervise the drop-off and pick-up zone to help ensure the safety of the students.

Electronic Devices

Alturas International Academy does not allow personal electronic devices (telephones, iPods, iPads, pocket video games, MP3 players or similar items) to be used for entertainment or other non-educational purposes. They can only be used for learning purposes under the direction of the classroom teacher. Students who bring these items to school must store the item(s) in the “off” mode, in their backpack, locker, or cubby during the school-day unless otherwise instructed by the classroom teacher.

If a student violates this policy, Alturas International Academy Administration will determine consequences based on the severity and/or frequency the incident(s). Consequences may include but are not limited to confiscating the electronic device and returning it to the parent of the student.

Students who choose to bring an electronic device to school, do so at their own risk – Alturas International Academy School assumes no liability for damage, theft, etc.

Electronic Network Use Rules, Etiquette, and Security

School account holders are expected to act in a responsible, ethical, and legal manner, in accordance with purposes of the networks they use, and the laws of Idaho and the United States.. Using the network is a privilege, not a right, and the privilege may be revoked at any time for unacceptable conduct.

UNACCEPTABLE CONDUCT: Includes, but is not limited to, the following:

- Using the network for any illegal activity, including violation of copyright or other contracts.
- Using the network for financial or commercial gain.
- Degrading or disrupting equipment or system performance.
- Vandalizing the data of another user.
- Wastefully using finite resources.
- Gaining unauthorized access to resources or entities.
- Willfully and knowingly accessing pornographic or other inappropriate sites.
- Invading the privacy of individuals.
- Using an account owned by another user without authorization.
- Posting personal communications without the author’s consent.
- Posting anonymous messages.
- Placing of unlawful or unlicensed information on a system.
- Using abusive or otherwise objectionable language in either public or private messages.
- Sending of messages that are likely to result in the loss of recipients’ work or systems.
- Sending of chain letters or broadcast messages to lists or individuals, or any other type of use that would cause congestion of the networks or otherwise interfere with the work of others.

Network Etiquette:

- Be polite.
- Use appropriate language.
- Do not reveal your personal address or phone number or that of another student.
 - Immediately report any unsolicited requests for personal information to the supervising teacher. The teacher will report this incident to administration.
- Note that electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail.
- Do not use the network in such a way that you would disrupt the use of the network by other users.

Security:

Security on any computer is a high priority. If you feel you can identify a security problem on the Internet, you must notify the supervising teacher and the teacher will report it to administration. Do not demonstrate the problem to other users.

Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

Educational Rights and Privacy Act Requirements (FERPA)

Students and parents/guardians will be given notification of their rights as defined by FERPA once every year. This notification will be given using a mass media tool. Education records include a range of information about a student that is maintained in schools in any recorded way, such as handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

Examples are:

- Date and place of birth, parent(s) and/or guardian addresses, and where parents can be contacted in emergencies
- Grades, test scores, courses taken, academic specializations and activities, and official letters regarding a student's status in school
- Special education records
- Disciplinary records
- Medical and health records that the school creates or collects and maintains
- Documentation of attendance, schools attended, courses taken, awards conferred, and degrees earned
- Personal information such as a student's identification code, social security number, or other information that would make it easy to identify or locate a student.
- Records falling within the definition of "education record" pursuant to the Family Educational Rights and Privacy Act (FERPA) do not fall within the purview of HIPAA requirements. Reports, evaluations, summaries received by a school, including health records may be shared with individuals with legitimate educational interest and will move with a student if he/she transfers.

Parent or students have the right to:

1. Inspect and review the student's records
2. Request to amend the student's education records to ensure they are not inaccurate, misleading, or otherwise in violation of the student's right or privacy
3. Consent to disclosure of personally identifiable information contained in a student's education records, except to the extent that the Act and its regulation authorize disclosure without consent
4. File with the U. S. Department of Education a complaint concerning allegations of failures by the agency or institution to comply with the requirements of the Act
5. Request a due process hearing regarding contents of records
6. Whenever a student has attained eighteen years of age, or is attending an institution of postsecondary education, the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student

Fire and Safety Drills

- **Fire Drill:** A minimum of one fire drill per month that students attend school will be held each school year. When the alarm sounds, students will go quickly and quietly outside the building to designated areas. An announcement will be made when students are to return to the class.
- **Shelter in Place:** Students will practice a "Shelter-in-place" drill at least 3 times a year; one time in each trimester. During a "Shelter-in-place" students are to take immediate shelter within their classroom and remain within the classroom. They continue working within the classroom until an announcement is made allowing students and staff to enter the hallways and move throughout the building. Shelter-in-place protects students and staff from dangerous situations outside of the building including chemical, radiological, biological contaminants and other dangers within the outside environment.
- **Lock Down:** Students will practice a Lock Down drill at least 3 times a year; one time in each trimester. During a "Lock Down" students are guided by the teachers to a safe location and are to remain in the location until administration or police officers personally clear the location.

Fundraising

Outside organizations, and/or parent groups may be permitted to conduct fundraising drives for approved school purposes. An application for permission must be made to the office at least 10 days before the event and should be calendared so that no conflict of school events occurs.

Inclement Weather or Emergency

Situation may occur which could result in a school closure, Alturas International Academy will use, local television channels, TV channels 3 and 8, FM radio stations 97.??, and textwire services for notification. Information will also be posted on the school's home page (insert website).

Immunizations

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical, personal or religious reasons, the student will not be immunized.

If a student's religious or personal beliefs conflict with the requirement that the student be immunized, the parent must complete a signed Immunization Exemption Form (obtained in the office). This form must be renewed yearly.

If a student should not be immunized for medical reasons, the student or parent must present a certificate signed by an Idaho licensed physician stating that the required immunization would be harmful to the health and well-being of the student or any member of the student's family or household. This certificate must be renewed yearly unless the physician specifies a life-long condition.

Required Immunizations:

- Diphtheria, pertussis, rubella (measles), rubella, mumps, poliomyelitis and tetanus, and Haemophilus influenza type B is required for students under age five (5).
- A student who transfers into Alturas International Academy may submit a photocopy of immunization records in the possession of the school of origin, good for 30 days. Within thirty (30) days after transferring in, Alturas International Academy must receive the student's official immunization records.

Lost and Found

Students are responsible for all personal items brought to school. Alturas International Academy does not accept liability for any personal item lost on school property due to theft, fire, water damage or for any other reason.

If a student has lost an item, they are encouraged to check the lost and found located in the office. If a student suspects an item has been stolen, they are to report the incident to principal and after an investigation, appropriate actions will be taken.

Found items should be turned in at the main office. Items left in the lost and found for an extended amount of time, may be donated to a local charitable organization. Parents and students will be notified before the donation so they can check for their personal belongings.

Lunch Program

Alturas International Academy will survey parents upon enrollment and if there is sufficient interest will contract with an outside vendor to provide lunch in accordance with federal requirements during the first year of operation. The Alturas International Academy Board of Directors will thereafter survey families annually and discuss whether a school-sponsored lunch program would be viable related to facilities, need, interest and finances. The Board will approve policies for determining eligibility of students for free and reduced prices for meals. Verification reporting and record-keeping will be filed with the state agency in accordance to State and Federal law.

Parent/Teacher/Student Conferences or Parent Requested Meetings

Parent/Teacher/Student Conferences are scheduled mid-trimester each trimester (see scheduled days off). However, if you wish to talk with the teacher at any time, please send a note, email or call to request an appointment. Please note that teachers will not be able to meet during instructional hours. If possible, schedule the meeting in advance and provide the teacher with an idea of the meeting's topic so he/she can prepare for an effective meeting.

Progress Reports

Parents, students, teachers, instructional staff and administration are a team with the goal of helping students grow to the fullest academic, social and emotional potential. As such, open communication about learning and behavior is essential. Classroom teachers will contact parents immediately when a student is falling behind in their class work, not making adequate progress in reading, writing, and mathematics, or is having social-emotional difficulties. In addition, progress will be documented and shared at each parent/teacher/student conference through the learning portfolio developed by each student and Standards-Based Grading reports.

Standards Based Grading

Alturas International Academy employs **Standards-Based Grading (SBG)**--a system of reporting student proficiency in a number of specific learning goals (or standards). Rather than give students one grade on a test that assessed multiple skills, this system gives students a number of scores that represent their proficiency in each of the skills assessed. The idea is that at the end of the class a student has mastered the essential content necessary for the next level. SBG focuses on knowledge and understanding, not on points. A student's SBG report will be included in their learning portfolio.

Media

Alturas International Academy periodically uses images of students in various media (printed, photographic, social media, or video) to promote school activities or programs. If you do not wish your student's image to appear in any such school produced materials, please notify the school administration in writing.

Medication at School

Parents of a student who needs to take prescription medication during the school day must bring the medication to the front desk in the original container with the original label. The parent must complete a Medication Consent Form for all medications to be administered by Alturas International Academy staff.

Homeopathic, essential oils, herbal, and/or nutritional supplements will not be dispensed at school unless a prescription is provided to the school from a licensed professional with legal prescriptive authority. Alturas International Academy reserves the right at any time to refuse to administer any medication or supplement that does not meet standards of safe administration.

All medications are kept in a locked box at the front desk. Students who need to carry emergency medication to treat asthma or severe allergies may do so according to Alturas International Academy policies and procedures. Please contact the Principal regarding required procedures for emergency medications at school.

Middle Level Credit System

1. Students shall be required to attain a minimum of 80% of their credits in order to be promoted to the next grade level.
2. Students will not be allowed to lose a full year of credit in one area (i.e. a student would not be able to fail a full year of math) and automatically move on to the next grade level.
3. Students not meeting (or in jeopardy of not meeting) credit requirements will be given an opportunity to recover credits or complete an alternate mechanism in order to be eligible for promotion to the next grade level. Students can recover credit through summer school or another alternative route.
4. Attendance is a factor either in the credit system or the alternate mechanism or both. Students missing more than 5 unexcused days during a trimester will be required to make-up time during non-school hours.

Parent Faculty Association

Alturas International Academy is committed to ensuring that parents of students who attend its program are involved in the education of their children and in the school at many levels. Parents bring an in-depth understanding of their children’s personalities, learning styles, and strengths and weaknesses, which is essential for the continuing educational development of their children. Parents are encouraged to become part of the Parent Faculty Association (PFA) and to volunteer for school projects, programs, committees and to work with students.

- (Insert contact information for current PFA leadership)

Suicide Prevention

Protecting the health and well-being of all students is of utmost importance to Alturas International Academy. The school board has adopted a suicide prevention policy which will help protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur as part of the health curriculum.
2. The school counselor will serve as a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
3. When a student is identified as being at risk, they will be assessed by the school counselor who will work with the student and family to help connect them to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as:
 - The National Suicide Prevention Lifeline – 1.800.273.8255 (TALK), www.suicidepreventionlifeline.org
 - The Trevor Lifeline – 1.866.488.7386, www.thetrevorproject.org
5. When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by the school counselor within the same school day to assess risk and facilitate referral. If the counselor is not available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

For youth at risk:

1. School staff will continuously supervise the student to ensure their safety.
2. The principal and counselor will be made aware of the situation as soon as reasonably possible.
3. The counselor or principal will contact the student’s parent or guardian and will assist the family with urgent referral if necessary.
 - When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.

4. Staff will ask the student's parent or guardian to complete an Exchange of Information form to discuss the student's health with outside care, if appropriate.

Re-entering:

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a the school counselor, and the principal, or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

1. The school counselor or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
3. The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

Search and Seizure

To maintain order and security in the school, Alturas International Academy school personnel are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects.

The Principal may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal drugs, weapons or other illegal or dangerous substances or material, including searches conducted through the use of specially trained dogs.

School staff may search the student and/or the student's personal effects in the student's possession when there is reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating the law or Alturas International Academy International School's student conduct rules.

Seizure of Property:

If a search produces evidence that the student has violated or is violating the law or Alturas International Academy School's policies or rules, such evidence may be seized and impounded by school staff, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities.

The following items apply to any searches and the seizure of any property by school personnel:

- The Principal and any authorized staff-person of the Principal shall be authorized to conduct any searches or to seize property on or near school premises, as further provided in this procedure.
- If the authorized staff-person has reasonable suspicion to believe that any locker, car or other container of any kind on school premises contains any item or substance which constitutes an imminent danger to the health and safety of any person or to the property of any person or Alturas International Academy School, the staff-person is authorized to conduct a search of any car or container and to seize any such item or substance.
- The authorized staff-person may perform random searches of any locker, car or container of any kind on school premises without notice or consent.

- No student shall hinder, obstruct or prevent any search authorized by this procedure.
- Whenever circumstances allow, any search or seizure authorized in this procedure shall be conducted in the presence of at least one (1) adult witness, and a written record of the time, date and results shall be made by the staff-person. A copy shall be forwarded to the Principal as soon as possible.
- In any instance where an item or substance is found which would appear to be in violation of the law, the circumstance shall be reported promptly to the appropriate law enforcement agency.
- In any situation where the staff-person is in doubt as to the propriety of proceeding with any search or seizure, the staff-person is authorized to report to and comply with the directions of any public law enforcement agency.

Special Services

Alturas International Academy supports the right of all students and will serve all children with different cognitive abilities. This will include; students with intellectual disabilities and Autism, English Learners and the Gifted and Talented learner. Every student will receive equal access to an educational opportunity. No student will be excluded from Alturas International Academy or referred to other schools because of their special needs.

Child Find:

Alturas International Academy refers students not meeting Idaho Core Standards or the Idaho Early Learning Guidelines to the Child Assistance Team (CAT), a problem solving team consisting of teachers, administration, and educational specialists. They use a problem solving process to plan accommodations and interventions within the general education classroom to ensure that referrals to consider a special education evaluation are appropriate. Following the problem solving process, students suspected of having a disability will be referred to consider special education services.

Individual Education Plans and Least Restrictive Environment:

Alturas Academy embraces inclusion and cooperative learning to allow all students to achieve their full potential. Alturas Academy will provide special education and related services to eligible students in the Least Restrictive Environment (LRE), educating students with disabilities with their non-disabled peers to the maximum extent appropriate.

Section 504

Section 504 is the part of the Rehabilitation Act of 1973, which applies to persons with disabilities. It is a civil rights act that states that no otherwise qualified individual with a disability can be excluded from or denied benefits of any program receiving federal financial assistance.

A person who qualifies for a 504 plan has a mental or physical impairment which substantially limits one or more of a person's major life activities. For an impairment to be substantially limiting, it must impede student access to a "large or considerable degree". This includes functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

At school "learning" is frequently identified as the area of difficulty. Some students who have been evaluated and have a physical or mental impairment that substantially limit their access to participate in the education program are entitled to accommodations under Section 504. Referrals to consider eligibility for Section 504 accommodations will be part of the "Child Find" process or can be made directly to the counselor by a parent or guardian.

Gifted and Talented

Alturas Academy will identify students possessing high performing capabilities in specific academic, intellectual, leadership, creativity and visual/performing arts talent areas. The identification in each area will be by a variety of assessments outlined in The Best Practices Manual for Idaho Gifted/Talented Programs. Once identified, Alturas Academy will implement a modification of curriculum to provide a challenging educational experience.

English Learners (EL)

Students identified as EL will be placed in a program of “high quality language instruction” including:

- Formative assessments of phonological processing, letter knowledge, and word and text reading.
- Provide focused, intensive small-group reading interventions for at risk students that includes phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
- Provide high quality vocabulary instruction throughout the day with essential content words taught in depth.

Alturas International Academy Electronic Network Use Agreement

School computer systems are for use by authorized individuals only. Any unauthorized access to these systems are subject to criminal and civil penalties under Federal Laws. Individuals using these systems are subject to having all activities on these systems monitored by system or security personnel. Anyone using these systems expressly consents to such monitoring.

Although the school has taken reasonable steps to ensure the Internet connection is used only for purposes consistent with the curriculum, the school can neither prevent the availability of, nor begin to identify, inappropriate material everywhere on the Internet.

I understand that my child is expected to use good judgment and follow the Student Computer Use Policy in making electronic contact with others. Furthermore, I have discussed the information contained in this policy with my child. Should my child breach the guidelines suggested, I understand that my child will lose all privileges on the Alturas International Academy network.

Receipt of Alturas International Academy Handbook

By signing below, you:

1. Are accepting enrollment at Alturas International Academy for the 2016-2017 school year.
2. Have received, read and agree to all of the terms listed in this handbook.
3. Are agreeing to abide by all of the policies and procedures at Alturas International Academy.
4. Have read the Electronic Network Use Rules document, understand it, and agree to adhere to the principles and procedures detailed within. We understand and accept the conditions stated above and release from any liability Alturas International Academy, its subcontractors, and employees.

Parent/Guardian Name (please print) _____

Parent/Guardian Signature _____ Date _____

Student Name (please print) _____

Student Signature _____ Date _____

In order for a student to be enrolled at Alturas International Academy, this signature page must be signed and received by Alturas International Academy no later than April XX, 2016.

Failure to return this signature form by April XX, 2016 will forfeit your student's enrollment and their vacancy will be offered to the next person in line on the waiting list.

2016-2017 ALTURAS INTERNATIONAL ACADEMY Enrollment Form for New Incoming Students

Please clearly print all information. *All fields are required.*

Family's Last Name: _____

Mother/Guardian Name: _____ Father/Guardian Name: _____

Physical Address: _____

Mailing Address: _____

Is your residence in Idaho Falls District 91, Bonneville District 93 or Shelley District 60? Yes _____ No _____

Home Phone: _____ Cell Phone: _____

Mother's Email: _____ Work Phone: _____

Father's Email: _____ Work Phone: _____

Please list **ALL** children you wish to enroll:

Name (last, first, middle)	Grade for 2016-2017	M/F	Birth Date	Last School Attended

For Kindergarten only please select AM _____ or PM _____

Please list any siblings who are currently enrolled at Alturas International Academy: _____

Parent/Guardian Signature: _____ Date: _____

Completed applications must be received by Alturas International Academy no later than April XX, 2016.

Return completed form to:
Alturas International Academy
1234 XXXXX Street
Idaho Falls, ID 8340X

State Law requires an equitable selection process (lottery) be held to determine who will be enrolled ***if more students apply than there are openings*** at any grade level.

Alturas International Academy reserves the right to revoke enrollment at any time under the following circumstances:
1) Poor attendance, 2) Non-compliance with school rules, 3) Misrepresentation or falsification of any information herein.

SUBJECT

PCSC Policy Amendment (Fiscal Reporting)

APPLICABLE STATUTE, RULE, OR POLICY

I.C. §33-5213(2)
PCSC Policy Section IV.C.2

BACKGROUND

PCSC authorized schools have expressed interest in providing fiscal reports to the PCSC in a format compatible with their own budget software, rather than through the template that is currently required by PCSC policy. The PCSC's recent staff expansion has enabled the proposal of a more efficient and effective fiscal reporting structure.

DISCUSSION

In fall 2015, PCSC staff conducted an informal survey of all PCSC-authorized schools to gauge the schools' level of interest in a new fiscal reporting structure. 86% of schools responded to the survey. 93% of the respondents were in favor of the proposal, 7% were inconclusive, and 0% were against the proposal.

The proposed fiscal reporting schedule is included with these materials. All requirements comprise either documents schools are already required to prepare (such as annual SDE budget worksheets and an independent fiscal audit), or documents schools can generate using their own budget software (such as quarterly balance sheets and income statements).

Schools achieving Honor status on the financial section of their most recent annual report would be excused from 1st and 3rd quarter reporting; all other schools would report quarterly.

IMPACT

If adopted, the amended PCSC policy will take effect immediately. Schools' initial reports under the new schedule would be due in February 2016 and would no longer require use of the budget template.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends adoption of the amended PCSC policy Section IV.C.2 as presented.

COMMISSION ACTION

A motion to approve the new and amended PCSC policy Section IV.C.2 as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



Idaho PCSC Financial Reporting Instructions FAQ

Effective February 1, 2016

When do the changes start?

The new reporting requirements will begin February 1, 2016, with 2nd quarter reporting for all schools.

What will be reported?

SDE Budget Worksheet: All budget worksheets submitted to the SDE in July

SDE Support Unit Calculation Worksheet: Currently an existing requirement

Annual Independent Fiscal Audit: Currently an existing requirement

Balance Sheet: This can be generated directly from 2M Software, QuickBooks, etc. Please see instructions for printing from 2M below.

Income Statement
OR
Budget (For 2M Users) This can be generated directly from 2M Software, QuickBooks, etc. Please see instructions for printing from 2M below.

Revised Budget: If applicable

What format should be used to submit reports?

For 2M Software users: Please print your reports to a .csv file, then convert to Excel.

All other software users: Please export, then submit, financial reports in an Excel spreadsheet, if possible. If not, PDF files will be accepted.

It is requested that all schools report using the State Chart of Accounts for budget/income statement submissions.

No other formatting of the financial reports is necessary.

When will your school report?

Each school's reporting requirements are determined by that school's financial accountability designation on the school's most recent annual report, beginning with the 2014-15 reports. 2014-15 annual reports will be released in January 2016.

The reporting requirements are as follows:

Honor Standing	July 30	SDE Budget Worksheets (All worksheets submitted to the SDE)
	July 30	SDE Support Unit Calculation Worksheet
	October 15	Annual Independent Fiscal Audit
	February 1	2 nd Quarter Reporting (Balance Sheet & Budget/Income Statement) Revised Budget, if Applicable
Good Standing, Remedial, or Critical Standing	July 30	SDE Budget Worksheets (All worksheets submitted to the SDE)
	July 30	SDE Support Unit Calculation Worksheet
	October 15	Annual Independent Fiscal Audit
	November	1 st Quarter Reporting (Balance Sheet & Budget/Income Statement) Revised Budget, if Applicable
	February 1	2 nd Quarter Reporting (Balance Sheet & Budget/Income Statement)
	May 1	3 rd Quarter Reporting (Balance Sheet & Budget/Income Statement)

Do you need to submit a cash flow statement?

The PCSC is not currently requiring you to submit a cash flow statement. However, it is highly recommended that each school continue to prepare and review its cash flow statement each month. If you need assistance with understanding how to correctly project or track cash flow, please feel free to contact our Accountability Program Manager, Jennifer Barbeau, by phone or email.

Still have questions?

Contact our office:

Jennifer Barbeau
Accountability Program Manager
jennifer.barbeau@osbe.idaho.gov
(208) 332-1594

PUBLIC CHARTER SCHOOL COMMISSION
POLICIES AND PROCEDURES
As Adopted and Amended June 11, 2015

Table of Contents

Section I: General.....Error! Bookmark not defined.

Submission of Meeting Materials (Adopted June 17, 2014; Amended June 11, 2015).. **Error! Bookmark not defined.**

Section II: New and Transfer Charter School Petitions (Adopted June 17, 2014; Amended June 11, 2015).....Error! Bookmark not defined.

Petition Consideration Timeline **Error! Bookmark not defined.**

Standards for Petition Approval **Error! Bookmark not defined.**

Petition Evaluation Process..... **Error! Bookmark not defined.**

Section III: Charter and Performance Certificate Amendments (Adopted February 13, 2014; Amended June 11, 2015).....Error! Bookmark not defined.

Proposed Charter or Performance Certificate Amendment Consideration Timeline **Error! Bookmark not defined.**

Proposed Charter or Performance Certificate Amendment Process..... **Error! Bookmark not defined.**

Standards for Charter Amendment Approval..... **Error! Bookmark not defined.**

Section IV: Charter School Oversight (Adopted June 11, 2015)3

Performance Certificates 3

Annual Public Charter School Performance Reports 3

Required Reports 4

Courtesy Letters..... 5

Notice to Entities Responsible for Legal Enforcement 6

Letters of Fiscal Concern..... 6

Section V: Renewal and Non-Renewal (Adopted June 11, 2015) . Error! Bookmark not defined.

Standards for Renewal Decision-Making..... **Error! Bookmark not defined.**

Renewal / Non-Renewal Process **Error! Bookmark not defined.**

PUBLIC CHARTER SCHOOL COMMISSION
POLICIES AND PROCEDURES
As Adopted and Amended June 11, 2015

Section IV: Charter School Oversight (Adopted June 11, 2015)

A. Performance Certificates

1. Performance certificates for new or transfer, non-alternative public charter schools shall include the standard performance certificate and performance framework adopted by the PCSC in August 2013, as amended.
2. Performance certificates for new or transfer, alternative public charter schools shall include the standard performance certificate adopted by the PCSC in August 2013, as amended, and the alternative framework adopted by the PCSC in May 2014, as amended.
3. Performance frameworks for transfer petitions received after January 1, 2015, shall include mission-specific measures.
4. In cases of proposed transfer from another authorizer to the PCSC, the draft performance certificate must be adopted by the PCSC and charter school board at the time of transfer approval.
5. PCSC staff and charter school board members will collaborate to draft those sections of the certificate and framework that are intended for individualization, including mission-specific performance measures.
6. Whenever possible, PCSC staff and the charter school board shall reach agreement regarding the individualized contents of the draft performance certificate and appendices prior to submission of the draft to the PCSC for consideration.
7. If agreement regarding the individualized contents of the draft performance certificate and appendices cannot be reached in time to meet relevant timelines in statute and PCSC policy, a subcommittee of three commission members may be formed to advise or mediate the collaborative drafting process.

B. Annual Public Charter School Performance Reports

1. An annual Public Charter School Performance Report (annual report) shall be issued by the PCSC to each school it authorizes.
2. Annual reports shall be issued by November 15 to schools whose charters will expire at the end of the current school year (renewal-year schools) and by January 31 to schools whose charters will not expire at the end of the current school year (midterm schools).
3. Annual reports shall provide information about schools' status with regard to all applicable measures contained in the performance framework, and will provide the

PUBLIC CHARTER SCHOOL COMMISSION
POLICIES AND PROCEDURES
As Adopted and Amended June 11, 2015

schools with accountability designations based on points earned within the framework.

4. Annual reports shall provide information about schools' status with regard to all conditions contained in Appendix A.
5. Midterm schools shall not be sanctioned on the basis of their accountability designations, except as otherwise provided in law, administrative rule, or PCSC policy. The purpose of annual reports to midterm schools is to provide those schools with ample warning of any concerns that may impact renewal decision-making at the end of the certificate term. Midterm results will also provide information about a school's changing performance over time, which will be considered in the renewal year.
6. Midterm schools may submit corrections and clarifications to the PCSC's performance report with thirty (30) days of issuance of the performance report.
 - a. Corrections and clarifications shall be submitted to the PCSC office in writing and shall include, at minimum:
 - i. A completed Annual Report Response Form clearly identifying each correction/clarification; and
 - ii. Documentation supporting each correction/clarification.
7. Midterm schools shall have twenty-one (21) days in which to provide, in writing and with relevant documentation, any corrections or clarifications to the annual report.
8. Annual reports may be amended by PCSC staff pursuant to corrections or clarifications provided by schools. When such amendments are not made, for reasons including but not limited to inadequate documentation of the correction or clarification, a notation may be included summarizing the school's requested correction of clarification and the reason for its exclusion.
9. Annual reports shall be published on the PCSC's website no later than April 15.

C. Required Reports

1. Dashboard Reports: Each PCSC-authorized school shall submit a completed annual dashboard report to the PCSC office no later than July 30 of each year. Dashboard reports shall be submitted using the dashboard reporting form provided by the PCSC.
2. Budget Reports: Each PCSC-authorized school shall submit ~~completed budget reporting templates and cash flow projections to the PCSC office by February 15 of each year. Budget reports and cash flow projections shall be submitted using the templates provided by the PCSC.~~ the following reports: All budget worksheets submitted to the State Department of Education at the beginning of the fiscal year;

PUBLIC CHARTER SCHOOL COMMISSION
POLICIES AND PROCEDURES
As Adopted and Amended June 11, 2015

quarterly balance sheets; quarterly income statements; and revised budgets, if applicable. Schools achieving Honor status on the financial section of their most recent annual reports shall be exempt from first and third quarter reporting.

3. Independent Fiscal Audits: Each PCSC-authorized school shall submit an independent fiscal audit to the PCSC office no later than October 15 of each year.
4. Mission-Specific Performance Measure Results: Each PCSC-authorized school with a performance framework that includes mission-specific performance measures shall submit relevant results data and supporting documentation for the previous school year no later than October 1, or by the alternate deadline specified in the performance certificate, if applicable.
 - a. Supporting documentation must demonstrate the accuracy of the results data.
 - b. Schools submitting data that is inaccurate, unverifiable, or otherwise inadequate for determining a score on the framework will receive a score of zero (0) on the affected measure(s).
5. Other Reports as Requested: The PCSC or its staff may request additional reports on an as-needed basis in order to understand and monitor the school's financial, operational, and academic status.

D. Courtesy Letters

1. Upon becoming aware of a concern regarding a school's finances, operations, legal compliance, or academic status, PCSC staff may issue to the charter school board a courtesy letter advising the board of such concern. Courtesy letters will typically be issued with regard to concerns of sufficient significance as to be noted in the school's annual report.
2. Courtesy letters shall be for the purpose of ensuring the charter school board is aware of the concern and has maximum opportunity to seek resolution in advance of the next annual report or renewal consideration. Courtesy letters should not contain, or be viewed as, sanctions against the charter school. Because they do not represent sanctions, courtesy letters will not be "removed" or "lifted" by the PCSC or its staff.
3. Charter school boards in receipt of courtesy letters are strongly encouraged to provide PCSC staff with additional information to provide clarity or document resolution of the concern.
4. Regardless of whether or not a courtesy letter is issued and the charter school board responds, the charter school board remains responsible for the charter school's operations and outcomes.

PUBLIC CHARTER SCHOOL COMMISSION
POLICIES AND PROCEDURES
As Adopted and Amended June 11, 2015

E. Notice to Entities Responsible for Legal Enforcement

1. Pursuant to I.C. 33-5210(4), PCSC staff shall notify the entity responsible for administering a law it has reason to believe that a public charter school has violated. Such notice shall be in writing, and a copy shall be provided to the public charter school.
2. In some cases of non-compliance, an entity responsible for enforcing the relevant provision of statute or administrative rule cannot be identified. In such instances, PCSC staff shall issue to the charter school's board a courtesy letter ensuring the board is aware of the issue.
3. Any sanctions against the public charter school resulting from the issuance of notice to entities responsible for legal enforcement shall be considered imposed by the entity responsible, rather than by the PCSC.
4. Charter school boards are strongly encouraged to provide PCSC staff with documentation of resolution of the concern as soon as possible in order to ensure accurate reflection of the situation in the school's annual report.
5. Regardless of whether or not a notice to entities responsible for enforcement is issued and the charter school board responds, the charter school board remains responsible for the charter school's operations and outcomes.

F. Letters of Fiscal Concern

1. Pursuant to I.C. 33-5210(3), if the PCSC has reason to believe that a public charter school may not remain fiscally stable for the remainder of its performance certificate term, the PCSC shall issue to the State Department of Education a letter of concern.
2. For purposes of this section, fiscal stability shall be defined as the ability to maintain positive cash flow and positive year-end balances while servicing all obligations, without relying on revenues intended for use in future fiscal years to cover current-year operating expenditures.
3. Budgets shall be completed on an accrual basis, with year-end balances including encumbrance. That is, revenue intended for use in one fiscal year may not be used to demonstrate fiscal stability by covering expenditures that should have been paid using revenue from the previous fiscal year. (For example, teacher contracts for the 2015-16 school year must be paid entirely out of FY16 funds; payroll over the summer of 2016 should not be met using FY17 revenue.)
4. Cash flow projections shall be completed on a cash basis, showing actual cash amounts and projections with funds moving out at the appropriate, anticipated time.

PUBLIC CHARTER SCHOOL COMMISSION
POLICIES AND PROCEDURES
As Adopted and Amended June 11, 2015

5. Fiscal letters of concern shall be re-evaluated for continuation or removal only at the PCSC's June regular meeting. Schools wishing to have letters of concern considered for removal shall provide updated fiscal status details and supporting documentation accordance with Section I.A, Submission of Meeting Materials.

SUBJECT

Staff Update: 2014-15 Academic Results Reporting

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

On an annual basis, the PCSC provides each of its portfolio schools an annual report summarizing the school's outcomes on a range of academic, mission-specific, operational, and financial measures. The performance framework containing these measures was developed based on the State Department of Education's Star Rating System and the assumption that standardized tests would be administered annually. Recent changes in state policy with regard to school evaluation and standardized testing have impacted the PCSC's ability to complete its annual reports for the 2014-15 school year.

DISCUSSION

PCSC staff will update the PCSC regarding the availability of academic data for the 2014-15 school year, and how schools' annual reports will be impacted.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

Staff has no comments or recommendations.

COMMISSION ACTION

Any action would be at the discretion of the PCSC.