RENEWAL RECOMMENDATION

It is recommended that the charter of Alturas International Academy (AIA) be renewed for a five (5) year term.

School Overview

SUMMARY

Alturas International Academy (AIA) is a public charter school serving Idaho Falls area students in Kindergarten through 8th grade. AIA focuses on providing a project-based, International Baccalaureate program using multi-age classrooms.

The petition for Alturas International Academy was approved by the PCSC in December 2015. The school opened in fall 2016.

MISSION

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.

LEADERSHIP

Name	Title	Term
Jared Allen	Chair	07/2018 - 07/2021
Candise Gilbert	Vice Chair/President	03/2015 - 07/2019
Christine Ogden	Secretary	07/2018 – 07/2021
Collin Hunter	Treasurer	12/2015 - 07/2019
Angey Lybbert	Director	03/2015 - 07/2020
Callie Hatch	Director	06/2017 - 07/2019
Jinger Watkins	Director	08/2017 - 07/2020
Lee Stimpson	Director	07/2018 - 07/2021
Brian Bingham	Administrator	N/A
Michelle Ball	Administrator	N/A

Academic Performance Summary

AIA's academic performance history, though brief, is consistently strong. The school's outcomes represent a successful ELA program. Math proficiency is higher than that of the state and surrounding district, though math growth represents an area for improvement.

AIA's student population is less diverse than that of the state and surrounding district with regard to free and reduced lunch eligibility, limited English proficiency, and non-white ethnicity. The percentage of students with special needs is comparable to the state and surrounding district.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Academic Accountability Rating
2016-17	Good Standing
2017-18	Good Standing

The school's annual performance reports, provided in Exhibit G, contain details including proficiency rates, graduation rate, and outcome comparisons with surrounding districts and the state.

KEY DESIGN ELEMENTS

Element	Evident?
Teachers practice diversification in multi-age classrooms. Educators grow students from their academic levels, not their grade levels. Students will be empowered to learn, grow, lead, and take responsibility for their learning.	Yes
Students are taught at their instructional levels but also mentor and support each other in project-based learning. Teachers utilize a variety of methods and tools while teaching in small groups at instructional levels to ensure that each student has measurable academic growth each year.	Yes
International Baccalaureate and the Idaho State Standards will be utilized hand in hand to teach students to apply knowledge and skills across disciplines. Curriculum is culturally and topically diverse, teaching students to be caring members of a global community.	Yes
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.	Yes
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.	Yes

Operational Performance Summary

AIA has achieved strong operational performance during its early years of operation.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Operational Accountability Rating
2016-17	Honor
2017-18	Honor

The school's annual performance reports, provided in Exhibit G, contain details including the nature of any operational shortcomings and contextual information, when applicable.

ENROLLMENT HSITORY

Year of Operation	Maximum Enrollment	Actual Enrollment
1 (2016-17)	509	268
2 (2017-18)	588	393

As a young school, AIA is still expanding toward its final enrollment cap.

BOARD AND ADMINISTRATIVE TURNOVER

AIA experienced administrative turnover during its initial year of operations; its leadership has subsequently remained stable. Board membership has been consistent, and several founders still serve on the board.

Financial Performance Summary

AIA's financial status has remained solid throughout its early years of operation.

DURING CURRENT PERFORMANCE CERTIFICATE TERM

Year	Financial Accountability Rating
2016-17	Honor
2017-18	Honor

The school's annual performance reports, provided in Exhibit G, include details regarding outcomes on specific, industry-based near-term and long-term financial measures.

Renewal Process

Alturas International Academy

EVENT	DATE	NOTES
Performance Certificate Executed by School and Authorizer	2/11/2016	Certificate execution was preceded by a series of meetings with school leadership, during which certificate and framework terms were discussed and customized.
2013-14 Annual Report Issued to School	N/A	A draft of the report was initially issued in January 2014; the school did/did not provide a response.
2014-15 Annual Report Issued to School	N/A	A draft of the report was initially issued in December 2015; the school did/did not provide a response.
2015-16 Annual Report Issued to School	N/A	A draft of the report was initially issued in December 2016; the school did/did not provide a response.
Updated Performance Certificate Executed by School and Authorizer	11/7/2017	The new performance framework was developed in response to state and federal accountability system changes. Extensive stakeholder feedback was considered prior to its adoption.
2016-17 Annual Report Issued to School	1/26/2018	A draft of the report was initially issued in December 2017; the school did/did not provide a response.
Renewal Process Orientation Meeting	3/15/2018	PCSC staff met with school leadership (all school board members and administrators were invited) to discuss the renewal process and highlight any significant concerns/issues.
Renewal Process Follow-up Letter Provided to School	3/20/2018	This letter summarized material covered during renewal process orientation meeting
Renewal Guidance & Application Provided to School	3/20/2018	The statutory deadline for issuance of renewal guidance and applications is November 15.
Auxiliary Data Submission Opportunity (optional)	7/16/2018	The school did not provide auxiliary performance data.
Pre-Renewal Site Visit	9/26/2018	A team of three, independent reviewers performed a one-day site visit to the school.
2017-18 Annual Report Issued to School	11/15/2018	No draft was issued due to timing of data availability. However, the school had opportunity to respond in its renewal application. The annual report summarized the school's performance record to date and provided notice of any weaknesses or concerns that may jeopardize the school's position in seeking renewal.
Renewal Application Received from School	12/17/2018	The statutory deadline for renewal applications is December 15.
PCSC Staff's Renewal Recommendation Issued to School	1/14/2019	Schools have four weeks in which to consider PCSC staff's recommendation and determine whether they wish to stipulate or request a public hearing.

ALTURAS INTERNATIONAL ACADEMY
2018 ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

> 1. To provide transparent, data-driven information about charter school quality;

> 2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and

> 3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	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.
Key Design Elements	The School shall implement and maintain the following essential design elements of its educational program: ●Teachers practice diversification in multi-age classrooms. Educators grow students from their academic levels, not their grade levels. Students will be empowered to learn, grow, lead, and take responsibility for their learning. ●Students are taught at their instructional levels but also mentor and support each other in project-based learning. Teachers utilize a variety of methods and tools while teaching in small groups at instructional levels to ensure that each student has measurable academic growth each year. ●International Baccalaureate and the Idaho State Standards will be utilized hand in hand to teach students to apply knowledge and skills across disciplines. Curriculum is culturally and topically diverse, teaching students to be caring members of a global community. ●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. ●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.

School Location	151 N Ridge Avenue Idaho Falls, ID 83402	**School Phone**	208-522-5145
Surrounding District	All of Idaho Falls School District, Bonneville School District, and Shelley School District.		
Opening Year	2016		
Current Term	February 11, 2016 - June 30, 2019		
Grades Served	K-8		
Enrollment (Approved)	588	**Enrollment (Actual)**	393

SCHOOL LEADERSHIP

Jared Allen	Chairman
Candise Gilbert	President
Collin Hunter	Treasurer
Christine Ogden	Member
Katie Davenport	Member
Angey Lybbert	Member
Heath Bowen	Member
Callie Hatch	Member
Brian Bingham	Administrator

STUDENT DEMOGRAPHICS

	School	State	Surrounding	Neighboring
Non-White	12%	25%	28%	N/A
Limited English Proficiency	1%	6%	7%	N/A
Special Needs	10%	10%	11%	N/A
Free and Reduced Lunch	0%	47%	46%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	48%
Percentage of students meeting or exceeding proficiency in English Language Arts	57%
Percentage of students meeting or exceeding proficiency in Science	65%

GO-ON RATE (Post-secondary enrollment within 12 months of graduation)	N/A

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50		50	0	50	0		
	1b	50		50	0	50	0		
District Proficiency Comparison	2a	50		50	0	50	0	50	0
	2b	50		50	0	50	0	50	0
Criterion-Referenced Growth	3a	100				50	0		
	3b	100				50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		400	243	525	0	525	0	300	0
% of Academic Points			61%		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		AIA has chosen not to include mission-specific measures.
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			

OPERATIONAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25
	1b	25	25
	1c	25	25
	1d	25	25
Financial Management & Oversight	2a	25	25
	2b	25	25
	2c	25	25
Governance & Reporting	3a	25	25
	3b	25	25
	3c	25	25
	3d	25	25
	3e	25	25
	3f	25	25
School Environment	4a	25	25
	4b	25	25
Additional Obligations	5a	25	25
Total Operational Points		400	400
% of Operational Points			100%

FINANCIAL	Measure	Points Possible	Points Earned
Near-Term	1a	50	50
	1b	50	50
	1c	50	50
	1d	50	50
Sustainability	2a	50	50
	2b	50	50
	2c	50	50
	2d	50	0
Total Financial Points		400	350
% of Financial Points			88%

The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	61%	0%	55% - 74%	NA	80% - 89%	100%	65% - 84%	88%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-8

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1: STATE PROFICIENCY COMPARISON				
Measure 1a	**Do math proficiency rates meet or exceed the state average?**	**Result**	**Points Possible**	**Points Earned**
Math Proficiency Rate				
Comparison to State	**Exceeds Standard:** The school's proficiency rate in math exceeds the state average by 16 percentage points or more.		50	
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45	
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.		15 - 29	
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.		0 - 14	
Notes	The state average will be determined using the same grade set as is served by the public charter school.			
Measure 1b	**Do English Language Arts proficiency rates meet or exceed the state average?**	**Result**	**Points Possible**	**Points Earned**
ELA Proficiency Rate				
Comparison to State	**Exceeds Standard:** The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.		50	
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45	
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.		15 - 29	
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.		0 - 14	
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

ACADEMIC K-8

INDICATOR 2: DISTRICT PROFICIENCY COMPARISON				
Measure 2a **Math Proficiency Rate** **Comparison to District**	**Do math proficiency rates meet or exceed the district average?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.		30 - 45	
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.		15 - 29	
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.		0 - 14	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.			
Measure 2b **ELA Proficiency Rate** **Comparison to District**	**Do ELA proficiency rates meet or exceed the district average?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.		30 - 45	
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.		15 - 29	
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.		0 - 14	
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.			

ACADEMIC K-8

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)				
Measure 3a **Criterion-Referenced Growth Math**	**Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: At least 85% of students are making adequate academic growth in math. **Meets Standard:** Between 70% and 84% of students are making adequate academic growth in math. **Does Not Meet Standard:** Between 50% and 69% of students are making adequate academic growth in math. **Falls Far Below Standard:** Fewer than 50% of students are making adequate academic growth in math.		76-100 51-75 26-50 0-25	
Notes				
Measure 3b **Criterion-Referenced Growth ELA**	**Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: At least 85% of students are making adequate academic growth in ELA. **Meets Standard:** Between 70% and 84% of students are making adequate academic growth in ELA. **Does Not Meet Standard:** Between 50% and 69% of students are making adequate academic growth in ELA. **Falls Far Below Standard:** Fewer than 50% of students are making adequate academic growth in ELA.		76-100 51-75 26-50 0-25	
Notes				

OPERATIONAL

	INDICATOR 1: EDUCACTIONAL PROGRAM			
Measure 1a	**Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?**	**Result**	**Points Possible**	**Points Earned**
Implementation of Educational Program				
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.		15	
	Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				25
Notes				

Measure 1b	**Is the school complying with applicable educational requirements?**	**Result**	**Points Possible**	**Points Earned**
Educational Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.	No instances of non-compliance documented	25	25
	Partially Meets **Standard:** The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			

Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 2b GAAP	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	See note	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes	The school's audit notes that the school was compliant with GAAP, except for GASB Statement 75, which requires actuarial calculations performed for post-employment benefits other than pensions (OPEB). While the PCSC must note that the school was not entirely compliant with GAAP, points have not been deducted from this measure for failure to comply with GASB 75.			

Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students?	Result	Points Possible	Points Earned
	Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.	95%	25	25
	Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.		15	
	Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.		0	
				25
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.			

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING			
Measure 3a **Governance Requirements**	**Is the school complying with governance requirements?**	**Result**	**Points Possible**	**Points Earned**

		Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

		Result	Points Possible	Points Earned
Measure 3b **Board Oversight**	**Is the board fulfilling its oversight obligations?**			
	Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.	No instances of non-compliance documented	25	25
	Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.		15	
	Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.		0	
				25
Notes				

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

OPERATIONAL

	INDICATOR 4: SCHOOL ENVIRONMENT			
Measure 4a **Transportation**	**Is the school complying with transportation requirements?**	**Result**	**Points Possible**	**Points Earned**
	Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.		0	
Notes				25

Measure 4b **Public Transparency**	**Is the school complying with facilities requirements?**	**Result**	**Points Possible**	**Points Earned**
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.		0	
Notes				25

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS				
Measure 5a	**Is the school complying with all other obligations?**	**Result**	**Points Possible**	**Points Earned**
Additional Obligations				
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

FINANCIAL

INDICATOR 1: NEAR-TERM				

Measure 1a Current Ratio	**Current Ratio: Current Assets divided by Current Liabilities**	Result	Points Possible	Points Earned
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*	3.15	50	50
	Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
				50
Notes				

Measure 1b Cash Ratio	**Current Ratio: Cash divided by Current Liabilities**	Result	Points Possible	Points Earned
	Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).	1.84	50	50
	Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.		10	
	Falls Far Below Standard: Cash ratio is equal to or less than 0.9.		0	
				50
Notes				

Measure 1c Unrestricted Days Cash	**Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)**	Result	Points Possible	Points Earned
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*	40 days	50	50
	Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
	Falls Far Below Standard: Fewer than 15 Days Cash.		0	
				50
Notes				

Measure 1d Default	**Default**	Result	Points Possible	Points Earned
	Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.	No default noted	50	50
	Does Not Meet: School is in default of financial obligations.		0	
				50
Notes				

FINANCIAL

INDICATOR 2: SUSTAINABILITY				
Measure 2a **Total Margin and Aggregated** **3-Year Total Margin**	**Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.**	**Result**	**Points Possible**	**Points Earned**
	Meets Standard: Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.*	See note	50	50
	Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".		30	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.		0	
				50
Notes	Aggregated 3-year total margin is positive and the most recent year total margin is positive. Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.			
Measure 2b **Debt to Asset Ratio**	**Debt to Asset Ratio: Total Liabilities divided by Total Assets**	**Result**	**Points Possible**	**Points Earned**
	Meets Standard: Debt to Asset Ratio is less than 0.9.	0.28	50	50
	Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
				50
Notes	Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.			
Measure 2c **Cash Flow**	**Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash**	**Result**	**Points Possible**	**Points Earned**
	Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. Note: Schools in their fist or second year of operation must have positive cash flow.	See note	50	50
	Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.		0	
				50
Notes	Multi-Year Cumulative Cash flow is positive and Cash Flow is postive each year.			

FINANCIAL

Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
Debt Service Coverage Ratio				
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		50	
	Does Not Meet: Debt Service Coverage Ratio is less than 1.1	0.46	0	0
				0
Notes	Note 1: The schoool's score on this measure is affected by the fact that it leases its facility, a common practice among young schools. This score will improve when the school transitions from a lease to a purchase, as planned, a few years from now. While the current socre is less than 1.1, there does not appear to be cause for concern.			
	Note 2: Due to the Reinstatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension reinstatement that do not provide or require current financial resources have been removed from the Net Position calculation. This reinstatement had no material effect on the outcome for this measure.			

Alturas International Academy Longitudinal Results

ACADEMIC	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
State Proficiency Comparison	1a						
	1b						
District Proficiency Comparison	2a						
	2b						
Criterion-Referenced Growth	3a	NA					
	3b	NA					
% of Possible Academic Points for this School		**72%**	**61%**				

OPERATIONAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Educational Program	1a -1d	100%	100%				
Financial Management	2a - 2c	100%	100%				
Governance & Reporting	3a - 3f	93%	100%				
School Environment	4a - 4b	100%	100%				
Additional Obligations	5a	100%	100%				
% of Possible Operational Points for this School		**98%**	**100%**				

FINANCIAL	Measure	Percentage of Points Earned					
		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Near-Term	1a - 1d	100%	100%				
Sustainability	2a - 2d	75%	75%				
% of Possible Financial Points for this School		**88%**	**88%**				

ACCOUNTABILITY DESIGNATION	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Academic	Good Standing	Good Standing				
Mission Specific	N/A	N/A				
Operational	Honor	Honor				
Financial	Honor	Honor				

ALTURAS INTERNATIONAL ACADEMY
2017 ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

> 1. To provide transparent, data-driven information about charter school quality;

> 2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and

> 3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had a opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW	
Mission Statement	The mission of the school is as follows: 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.
Key Design Elements	The school shall implement and maintain the following essential design elements of its educational program: ●Teachers practice diversification in multi-age classrooms. Educators grow students from their academic levels, not their grade levels. Students will be empowered to learn, grow, lead, and take responsibility for their learning. ●Students are taught at their instructional levels but also mentor and support each other in project-based learning. Teachers utilize a variety of methods and tools while teaching in small groups at instructional levels to ensure that each student has measurable academic growth each year. ●International Baccalaureate and the Idaho State Standards will be utilized hand in hand to teach students to apply knowledge and skills across disciplines. Curriculum is culturally and topically diverse, teaching students to be caring members of a global community. ●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. ●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.

School Location	151 North Ridge Avenue Idaho Falls, ID 83402	School Phone	208-522-5145
Surrounding District	Idaho Falls School District #91		
Opening Year	2016		
Current Term	February 11, 2016 - June 30, 2019		
Grades Served	K-8		
Enrollment (Approved)	509	**Enrollment (Actual)**	268

SCHOOL LEADERSHIP	
Jared Allen	Chairman
Candise Gilbert	President
Collin Hunter	Treasurer
Christine Ogden	Secretary
Katie Davenport	Member
Angey Lybbert	Member
Heath Bowen	Member
Michael Folker	Member
Steven Andrew	Administrator

STUDENT DEMOGRAPHICS				
	School	**State**	**Surrounding**	**Neighboring**
Non-White	12%	26%	28%	N/A
Limited English Proficiency	0%	6%	6%	N/A
Special Needs	6%	10%	10%	N/A
Free and Reduced Lunch	0%	49%	48%	N/A

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	44%
Percentage of students meeting or exceeding proficiency in English Language Arts	56%
Percentage of students meeting or exceeding proficiency in Science	%*

*Masked per state law or statistical irrelevance

GO-ON RATE (Post-secondary enrollment within	N/A

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	29	50	0	50	78		
	1b	50	36	50	83	50	0		
District Proficiency Comparison	2a	50	37	50	0	50	0	50	0
	2b	50	41	50	0	50	0	50	0
Criterion-Referenced Growth	3a	0	0			50	0		
	3b	0	0			50	0		
Norm-Referenced Growth	4a			100	0	50	0	50	0
	4b			100	0	50	0	50	0
Post-Secondary Readiness	5a			125	0	125	0	100	0
Total Academic Points		200	143	525	83	525	78	300	0
% of Academic Points			72%		16%		15%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3		AIA has chosen not to include mission-specific measures.
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			

OPERATIONAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25
	1b	25	25
	1c	25	25
	1d	25	25
Financial Management & Oversight	2a	25	25
	2b	25	25
	2c	25	25
Governance & Reporting	3a	25	25
	3b	25	25
	3c	25	25
	3d	25	15
	3e	25	25
	3f	25	25
School Environment	4a	25	25
	4b	25	25
Additional Obligations	5a	25	25
Total Operational Points		400	390
% of Operational Points			98%

FINANCIAL	Measure	Points Possible	Points Earned
Near-Term	1a	50	50
	1b	50	50
	1c	50	50
	1d	50	50
Sustainability	2a	50	50
	2b	50	50
	2c	50	50
	2d	50	0
Total Financial Points		400	350
% of Financial Points			88%

The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	72%	0%	55% - 74%	N/A	80% - 89%	98%	65% - 84%	88%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

ACADEMIC K-8

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes. Measures based on ISAT outcomes exclude alternate ISAT data; as a result, the outcomes shown may differ slightly from those published on the State Department of Education's website.

INDICATOR 1: STATE PROFICIENCY COMPARISON				
Measure 1a	**Do math proficiency rates meet or exceed the state average?**	**Result**	**Points Possible**	**Points Earned**
Math Proficiency Rate				
Comparison to State	**Exceeds Standard:** The school's proficiency rate in math exceeds the state average by 16 percentage points or more.		50	0
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45	0
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.	X	15 - 29	29
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.		0 - 14	0
				29
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

Measure 1b	**Do English Language Arts proficiency rates meet or exceed the state average?**	**Result**	**Points Possible**	**Points Earned**
ELA Proficiency Rate				
Comparison to State	**Exceeds Standard:** The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.		50	0
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.	X	30 - 45	36
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.		0 - 14	0
				36
Notes	The state average will be determined using the same grade set as is served by the public charter school.			

ACADEMIC K-8

	INDICATOR 2: DISTRICT PROFICIENCY COMPARISON			
Measure 2a	**Do math proficiency rates meet or exceed the district average?**	**Result**	**Points Possible**	**Points Earned**
Math Proficiency Rate				
Comparison to District	**Exceeds Standard:** The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	0
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.	X	30 - 45	37
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.		0 - 14	0
				37
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.			

Measure 2b	**Do ELA proficiency rates meet or exceed the district average?**	**Result**	**Points Possible**	**Points Earned**
ELA Proficiency Rate				
Comparison to District	**Exceeds Standard:** The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	0
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.	X	30 - 45	41
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.		15 - 29	0
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.		0 - 14	0
				41
Notes	The district average will be determined using the same grade set as is served by the public charter school. Idaho Falls School District will be used for comparison purposes.			

AIA Charter School Renewal

Exhibit G.2

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)

Measure 3a	Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?	Result	Points Possible	Points Earned
Criterion-Referenced Growth Math				
	Exceeds Standard: At least 85% of students are making adequate academic growth in math.		76-100	0
	Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.		51-75	0
	Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.		26-50	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.		0-25	0
				0
Notes	Because the school was in its first year of operation, growth data cannot be calculated for the 2016-2017 school year.			

Measure 3b	Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?	Result	Points Possible	Points Earned
Criterion-Referenced Growth ELA				
	Exceeds Standard: At least 85% of students are making adequate academic growth in ELA.		76-100	0
	Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.		51-75	0
	Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.		26-50	0
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.		0-25	0
				0
Notes	Because the school was in its first year of operation, growth data cannot be calculated for the 2016-2017 school year.			

OPERATIONAL

	INDICATOR 1: EDUCACTIONAL PROGRAM			
Measure 1a **Implementation of Educational Program**	**Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?**	**Result**	**Points Possible**	**Points Earned**
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.	No instances of non-complicance documented	25	25
	Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.		15	
	Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				25
Notes				

Measure 1b **Educational Requirements**	**Is the school complying with applicable educational requirements?**	**Result**	**Points Possible**	**Points Earned**
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.	No instances of non-complicance documented	25	25
	Partially Meets **Standard:** The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 1c Students with Disabilities	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 1d English Language Learners	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT			
Measure 2a **Financial Reporting and Compliance**	**Is the school meeting financial reporting and compliance requirements?**	**Result**	**Points Possible**	**Points Earned**
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 2b **GAAP**	**Is the school following General Accepted Accounting Principles (GAAP)**	**Result**	**Points Possible**	**Points Earned**
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 2c **Enrollment Variance**	**Is the school successfully enrolling the projected number of students?**	**Result**	**Points Possible**	**Points Earned**
	Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.	99.63%	25	25
	Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.		15	
	Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.		0	
				25
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.			

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING			
Measure 3a Is the school complying with governance requirements?	**Result**	**Points Possible**	**Points Earned**
Governance Requirements			
Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.	No instances of non-complicance documented	25	25
Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
			25
Notes			

Measure 3b Is the board fulfilling its oversight obligations?	**Result**	**Points Possible**	**Points Earned**
Board Oversight			
Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.	No instances of non-complicance documented	25	25
Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.		15	
Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.		0	
			25
Notes			

OPERATIONAL

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.	No instances of non-compliance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.		25	
	Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.	See note	15	15
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				15
Notes	The school has partially maintained an expenditures website as required by §33-357, Idaho Code; however, it has not consistently been kept current (within 45 days). These matters had not been remedied as of November 6, 2017.			

OPERATIONAL

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.	No instances of non-complicance documented	25	25
	Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

OPERATIONAL

Measure 3f Information Handling	Is the school handling information appropriately?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.	No instances of non-complicance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

INDICATOR 4: SCHOOL ENVIRONMENT

Measure 4a Transportation	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
	Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.	No instances of non-complicance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.		0	
				25
Notes				

OPERATIONAL

Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.	No instances of non-complicance documented	25	25
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.		0	
				25
Notes				

INDICATOR 5: ADDITIONAL OBLIGATIONS

Measure 5a	Is the school complying with all other obligations?	Result	Points Possible	Points Earned
Additional Obligations				
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.	No instances of non-complicance documented	25	25
	Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				25
Notes				

FINANCIAL

INDICATOR 1: NEAR-TERM				
Measure 1a **Current Ratio**	**Current Ratio: Current Assets divided by Current Liabilities**	**Result**	**Points Possible**	**Points Earned**
		Current Ratio is:		
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*	2.16	50	50
	Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
				50
Notes				

Measure 1b **Cash Ratio**	**Current Ratio: Cash divided by Current Liabilities**	**Result**	**Points Possible**	**Points Earned**
		Cash Ratio is:		
	Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).	1.19	50	50
	Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.		10	
	Falls Far Below Standard: Cash ratio is equal to or less than 0.9.		0	
				50
Notes				

Measure 1c **Unrestricted Days Cash**	**Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)**	**Result**	**Points Possible**	**Points Earned**
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*	36	50	50
	Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
	Falls Far Below Standard: Fewer than 15 Days Cash.		0	
				50
Notes	FY17 was the school's first operating year.			

Measure 1d **Unrestricted Days Cash**	**Default**	**Result**	**Points Possible**	**Points Earned**
	Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.	No Default Noted	50	50
	Does Not Meet: School is in default of financial obligations.		0	
				50
Notes				

FINANCIAL

INDICATOR 2: SUSTAINABILITY				
Measure 2a **Total Margin and Aggregated** **3-Year Total Margin**	**Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.**	**Result**	**Points Possible**	**Points Earned**
		3 Year Aggregated totals:		
	Meets Standard: Aggregated 3-yar Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.*	15.26%	50	50
	Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".		30	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.		0	
				50
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			

Measure 2b **Debt to Asset Ratio**	**Debt to Asset Ratio: Total Liabilities divided by Total Assets**	**Result**	**Points Possible**	**Points Earned**
		Ratio is:		
	Meets Standard: Debt to Asset Ratio is less than 0.9.	0.52	50	50
	Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
				50
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Total Liabilities may be higher than expected. The restatement had no material effect on the standard outcome.			

Measure 2c **Cash Flow**	**Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash**	**Result**	**Points Possible**	**Points Earned**
		Multi-year Cumulative is:		
	Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. Note: Schools in their fist or second year of operation must have positive cash flow.	See notes	50	50
	Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.		0	
				50
Notes	This audit represents the school's first operational year. The most recent year's cash flow is positive.			

FINANCIAL

Measure 2d	Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	Result	Points Possible	Points Earned
Debt Service Coverage Ratio		Ratio is:		
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		50	
	Does Not Meet: Debt Service Coverage Ratio is less than 1.1	0.52	0	0
				0
Notes	Due to the Restatement of Pension Liability, as required by GASB 68, Net Position may be higher than expected. Changes in Net Position due to pension restatement that do not provide or require current financial resources have been removed from the Net Position calculation. This restatement had no material effect on the standard outcome.			

The mission-specific measures below are not part of the school's current performance framework. The outcomes are included here to recognize the school's achievement during the final year during which its previous performance framework applied.

	MISSION-SPECIFIC GOALS			
Measure 1	**Is the school helping a high percentage of young students reach proficiency in reading?**	**Result**	**Points Possible**	**Points Earned**
	Exceeds Standard: At least 75% of 1st through 8th grade students achieved a 45 SPG or above on the Spring STAR test.	79%	150	150
	Meets Standard: At least 75% of the 1st through 8th grade students achieved a 38 SPG or above on the Spring STAR test.		120	
	Does Not Meet Standard: At least 75% of 1st through 8th grade students achieved a 26 SPG or above on the Spring STAR test.		60	
	Falls Far Below Standard: At least 75% of 1st through 8th grade students achieved a 25 SPG or below on the Spring STAR test.		0	
				150.00
Notes	AIA will report this data to the PCSC no later than October 15 of each year.			

		Result	**Points Possible**	**Points Earned**
Measure 2	**Is the school helping a high percentage of young students reach proficiency in math?**			
	Exceeds Standard: At least 75% of 1st through 8th grade students achieved a 45 SPG or above on the Spring STAR test.		150	
	Meets Standard: At least 75% of the 1st through 8th grade students achieved a 38 SPG or above on the Spring STAR test.	81%	120	120
	Does Not Meet Standard: At least 75% of 1st through 8th grade students achieved a 26 SPG or above on the Spring STAR test.		60	
	Falls Far Below Standard: At least 75% of 1st through 8th grade students achieved a 25 SPG or below on the Spring STAR test.		0	
				120.00
Notes	AIA will report this data to the PCSC no later than October 15 of each year.			

Measure 3	Is the school helping students increase their pro-social behavior?	Result	Points Possible	Points Earned
	Exceeds Standard: 85%-100% of 4th and 5th grade students who ranked in level 1-4 on the fall benchmark AIMSWEB Prosocial Behavior Scale Social Skills (SSIS) increased by one level or more by the spring benchmark.		100	
	Meets Standard: 75%-84% of 4th and 5th grade students who ranked in level 1-4 on the fall benchmark AIMSWEB Prosocial Behavior Scale Social Skills (SSIS) increased by one level or more by the spring benchmark.		80	
	Does Not Meet Standard: 60%-74% of 4th and 5th grade students who ranked in level 1-4 on the fall benchmark AIMSWEB Prosocial Behavior Scale Social Skills (SSIS) increased by one level or more by the spring benchmark.		40	
	Falls Far Below Standard: 59% or below of 4th and 5th grade students who ranked in level 1-4 on the fall benchmark AIMSWEB Prosocial Behavior Scale Social Skills (SSIS) increased by one level or more by the spring benchmark.	0	0	0
				0.00
Notes	AIA will report this data to the PCSC no later than October 15 of each year. Fall 2016 data was not collected, thus the school received a score of zero for this measure.			

Measure 4	Is the school helping Kindergarten through 5th grade students increase civic engagement through service learning projects*?	Result	Points Possible	Points Earned
	Exceeds Standard: 85% to 100% of Kindergarten through 5th grade students scored a 2 or 3 on the Civic Responsibility Level 1 survey tool post-test after participating in a service learning project.		100	
	Meets Standard: 70% to 84% of Kindergarten through 5th grade students scored a 2 or 3 on the Civic Responsibility Level 1 survey tool post-test after participating in a service learning project.		80	
	Does Not Meet Standard: 55% to 69% of Kindergarten through 5th grade students scored a 2 or 3 on the Civic Responsibility Level 1 survey tool post-test after participating in a service learning project.		40	
	Falls Far Below Standard: 54% or less of Kindergarten through 5th grade students scored a 2 or 3 on the Civic Responsibility Level 1 survey tool post-test after participating in a service learning project.	0	0	0
				0.00
Notes	* All Students K-8 will participate in a service learning project each year. This project will be carefully thought out; students will be involved in the planning and execution of the project. The project will occur over an extended period of time with repeated opportunities for participation and involvement. Selected service learning projects will be appropriate to each age level and will provide long term value to the community. AIA will report this data to the PCSC no later than October 15 of each year. The survey was not administered, thus the school received a score of zero for this measure.			

		Result	Points Possible	Points Earned
Measure 5	Is the school helping 6th through 8th grade students increase civic engagement through service learning projects*?			
	Exceeds Standard: At least 85% of 6th through 8th grade students scored a 4 or better on the Civic Responsibility Level 2 survey tool post-test after participating in a service learning project.		100	
	Meets Standard: 70% to 84% of 6th through 8th grade students scored a 4 or better on the Civic Responsibility Level 2 survey tool post-test after participating in a service learning project.		80	
	Does Not Meet Standard: 55% to 69% of 6th through 8th grade students scored a 4 or better on the Civic Responsibility Level 2 survey tool post-test after participating in a service learning project.		40	
	Falls Far Below Standard: 54% or less of 6th through 8th grade students scored a 4 or better on the Civic Responsibility Level 2 survey tool post-test after participating in a service learning project.		0	
				0.00
Notes	* All Students K-8 will participate in a service learning project each year. This project will be carefully thought out; students will be involved in the planning and execution of the project. The project will occur over an extended period of time with repeated opportunities for participation and involvement. Selected service learning projects will be appropriate to each age level and will provide long term value to the community. AIA will report this data to the PCSC no later than October 15 of each year. The school did not serve middle school students in 2016-17, thus no score was calculated for this measure.			

Alturas International Academy

Pre-Renewal Site Visit Report

October 12, 2018

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PURPOSE OF EVALUATION

Idaho Statute 33-5209B states that a charter may be renewed for successive five-year terms of duration. Alturas International Academy will be considered for renewal during the spring of 2019. The purpose of the site visit is to gain contextual information impacting the academic, operational, and financial conditions of the school, prior to the formation of renewal recommendations.

The authorizer's renewal decision will not be based on site visit findings, except as they may inform the school's rating on the performance framework, which is incorporated into the performance certificate. In accordance with Idaho statute, renewal decisions will be based on the performance of the public charter school on the performance indicators, measures, and metrics contained in the performance certificate and framework. Information gathered during the site visit will serve primarily to provide an independent opinion and fuller picture of the context in which the school's performance outcomes have accrued.

During the site visit, the evaluation team applied a rubric, which is based on nationally-recognized best practices, to assess the school in the following areas: mission and key design elements, program delivery, access and equity, organizational capacity, governance, and finance. The evaluators assigned a rating to each indicator establishing whether a school is exceeding, meeting, approaching, or not meeting the standard described. The basis of each rating was established through document review, observations, and interviews with the school and stakeholders.

The rubric was provided to the school prior to the evaluation process. A copy of the report was provided to the school prior to its finalization, and schools were invited to respond with corrections to any inaccuracies.

It is our hope that this report will serve not only to broaden the authorizer's contextual understanding of the school, but also to assist school leaders in their ongoing efforts to serve Idaho students with a high-quality educational experience.

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MISSION AND KEY DESIGN ELEMENTS

Is the school faithful to its mission, implementing the key design elements outlined in its performance certificate?

Rating: Meets

Evidence: Classroom observations, stakeholder interviews, school documentation

Detail: Alturas's mission statement reads: 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. During the sight visit, the observation team, through interviews and observations, feel all stakeholders share a common and consistent understanding of their mission and key design elements. One key design element observed during the visit was teachers practicing differentiation in multi-age classrooms. The school's grade level structure is multi-age classrooms ranging in grade level bands of 1st-3rd, 4th-5th, and 6th-8th. Kindergarten is offered at the school, but is not part of the multi-age classrooms. Another key design element observed during the visit was students being taught at their own levels as well as mentoring and supporting one another through project-based learning. During classroom observations, small group instruction based on students' learning levels were observed. It was also observed that students did indeed mentor other students in the areas of reading, math, and writing. The International Baccalaureate and the Idaho State Standards are utilized hand-in-hand to teach students to apply knowledge and skills across disciplines, which is another key element Alturas has embedded within their school. Alturas has worked to develop International Baccalaureate Units based on Idaho State Standards and the school's curriculum. Students have the opportunity to present their unit project during Parent Nights throughout the school year. The sharing of the unit projects to the community enables students to authentically present their work and empower their learning, which is another key design element in their charter.

To what extent is the charter school implementing distinctive instructional practices as outlined in their charter?

Rating: Meets

Evidence: Classroom observations, school documents, stakeholder interviews

Detail: An instructional strategy written in Alturas's charter is providing instruction in multi-aged classrooms where students can be taught at their instructional levels. Alturas does teach students in multi-age classrooms. Students in these classrooms are grouped based on their current instructional levels in math, reading, and language skills. The school provides instructional times built into the school day where teachers are given the opportunity to teach students in their small groups. The school also provides paraprofessionals for each class during the math and reading

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times to ensure students are taught in small instructional groups. It was also observed that parent volunteers are used during math and reading to assist teachers in providing student learning activities and guided help. This assistance enables teachers to lead small group lessons to each leveled group in the classroom. Students are also provided the opportunity to help teach and mentor others within their classroom setting. Students are grouped and given a learning partner. The learning partners help each other understand and work toward state standards. It was also observed that Alturas is using the International Baccalaureate program to engage students in units where they work toward producing projects they share with their community of learners. Another key strategy within the charter is to teach students to serve the community. Through interviews, the site team learned that Alturas has helped the community through their service projects. Service projects completed include a carnival where the funds were given to the Make-A-Wish Foundation and a sock fund raiser where the money students raised went toward a water well for a third world country. The students this year are interested in helping their local community by recycling at school.

Does the school have a culture of high expectations and a strong emphasis on student learning?

Rating: Meets

Evidence: Stakeholder interviews, classroom observations, annual reports, Continuous Improvement and Literacy Plans

Detail: Alturas wants to ensure students are taught at their instructional levels in the areas of math, reading, and writing. Alturas uses data to group students within the classroom in their instructional groups. The data used within the school include the MAP Assessment, which is used three times a year to benchmark students' learning, STAR testing used three times a year to benchmark in the areas of math and reading, ISAT data, and classroom data. The data is used to identify the students' placement levels in math, reading, and language. Also, during the parent interview, parents felt their students were held to a high standard at school both academically and socially. Alturas has also developed a strategic plan and literacy plan which is regularly evaluated. The Board of Directors are also apprised of the data and work together to help define goals for administration based on students' data.

PROGRAM DELIVERY: CURRICULUM

Does the school's curriculum provide the opportunity for academic success for all students?

Rating: Exceeds

Evidence: Annual Report, Continuous Improvement and Literacy Plans, Administrator and Teacher interviews, classroom observations

Detail: The International Baccalaureate (IB) program is the foundation of the school and central to their charter. IB is an educational philosophy that sets high standards and emphasizes creative and critical thinking utilizing 6-8 week inquiry units of study. Teachers create the units based on central ideas that transcend learning through interdisciplinary themes. "Big Ideas" such as form, change, and function drive each unit of inquiry. Questions from both teachers and students help guide the study. Units of inquiry are scheduled in the afternoon for approximately 50 minutes or at least 200 minutes per week. ELA and math instruction are taught in the morning using curricula that includes Core Knowledge ELA and Eureka Math. All students receive Spanish classes on a daily basis, integrating IB units. Students are taught in multi-age classrooms and placed into groups at their level based on formative and summative assessments and teacher recommendation and observation.

Does the school provide clear, appropriate, and skilled delivery of curriculum content?

Rating: Meets

Evidence: Administrators and teacher interviews, classroom observations

Detail: The school is very deliberate in the way curriculum is delivered. Teachers are provided an employee handbook that clearly and concisely lays out how lessons are delivered as well as the structural expectations for each class period. Students are multi-aged and placed into four groups within the classroom; each group is leveled at their skill and ability level. The teacher rotates between groups and begins with a planned lesson. While the teacher is working with one group, the special education teacher, paraprofessional or parent may be working with another group. When not with a teacher, groups first work with a partner to solve problems or assignments and then check their answers with the rest of the group. Common language of curriculum, structures and expectations are school wide. These are taught, practiced, understood and carried out on a consistent basis throughout every classroom. Students "are never done" with their work. It is an expectation that they continue to work within the subject area being taught during each class period (i.e. if students are in math class, they do not take out a book and read if they think their work is complete). Progress is monitored on a daily level.

Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?

Rating: Meets

Evidence: Stakeholder Interviews, classroom observation

Detail: The school administers benchmark and formal assessments to assess students on a regular basis. Parent/teacher conferences are held twice per year. The first conference includes parent and teacher while the second conference is led by students. Teachers email, text or set up informal conferences when appropriate and as needed. Parents feel comfortable contacting their child's teacher or the administration on an as needed basis. The school administration stated

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there is an "open door" policy in order to gain feedback, listen to concerns, and make suggestions in regard to the school. Students give feedback to one another in and outside of the classroom, often recognizing one another for displaying one of the IB profiles or for their classroom work. Teachers meet weekly to reflect and refine lessons and units of study. Formal Units of Study Project Presentation Nights are held three times per year in order for students to share their learning with families and members of the community and to gain feedback.

PROGRAM DELIVERY: INSTRUCTION

Does the school recruit, support, and retain highly effective staff?

Rating: Meets

Evidence: Retention and Attrition form, Administrator interview, Employee Handbook

Detail: The director is a founding member of the school. The school lost approximately 50% of its staff in its second year of operation. In August 2018, the school implemented a clear and concise Employee Handbook that detailed the expectations and policies to be carried out by all teachers, staff and students. Because of this high quality handbook, there is no longer any question about the expectations for all employees and students at the school. Teachers are supported by one another and by the administration. The administration helps set the tone by having high expectations for themselves and for their staff.

Does the school effectively provide opportunities for student engagement?

Rating: Exceeds

Evidence: Administrator, Teacher and Student interviews, Classroom observations

Detail: All evaluators noted student engagement was very high at every grade level and in every classroom observed. Students are aware of a "growth mind-set" and work at their assessed instructional levels. Lessons and assignments are adapted to meet student needs in every classroom utilizing partner and small group instruction. Students are taught to be leaders as they work with and learn from one another. Students participate in IB units of study that are project and inquiry based. Students are expected to plan and execute projects that focus on solving problems, caring for the earth, communication and understanding and appreciating others.

Does the school have leadership sustainability?

Rating: Meets

Evidence: Stakeholder interviews, Employee Handbook

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Detail: All stakeholders understand the significance of following the charter and carrying out the mission. The board has quickly moved from a founding to a governing board. The board has committees that work toward goals, especially starting a high school. As mentioned above, this past summer an Employee Handbook was created that outlines expectations for staff members. This handbook will serve them well as they look toward possibly expanding into high school. The handbook is very clear and concise and includes: Guiding Principles, How to Implement Small Group and Partner-based Instruction, Classroom Management In the Alturas Model, Teaching Teams and Collaboration, About the International Baccalaureate Program and the IB Profiles, The International Baccalaureate Units of Inquiry for The Primary and Middle School Years, Units of Inquiry Project Presentation Night, Dealing with Students, Parents, Grading Expectations, Standardized Testing, General School Policies and Procedures, About the Charter, Staff Contact Information, Bibliography and Online References and an Appendices that includes More About IB and PYP and Emergency Procedures. The board stated they would also like to create such a handbook and administration stated they are working toward creating a handbook for Student Services, especially in the area of Special Education.

Does the school offer professional development that supports the school's goals and the needs of individuals?

Rating: Meets

Evidence: Administrator and elementary teacher interviews, school documents

Detail: Administrators are in the classrooms on a daily basis and provide instructional techniques or suggestions to teachers on an as needed basis. Administrators have an open-door policy where teachers can come to them for advice or suggestions. Teachers are able to attend IB trainings and this year, all teachers are taking an on-line course through the IB network. Students are not in school on Friday, a portion of this day is set aside for teachers to collaborate on their IB units of study using a 'standardized' planning document.   All teachers are required to plan curriculum, discuss students, analyze data and look at the correct placement of students during this time.

PROGRAM DELIVERY: ASSESSMENT AND EVALUATION

Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?

Rating: Meets

Evidence: Board, Administrator and elementary teacher interviews, School documents

Detail: Alturas wants to ensure students are taught at their instructional levels in the areas of math, reading, and writing. Alturas uses data to group students within the classroom in their instructional groups. The data used within the school include: the MAP Assessment used three

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times a year to benchmark the students' learning, STAR testing used three times a year to benchmark in the area of math and reading, ISAT data, and data from the classrooms. The data is used to identify the students' current level of placement for the areas of math, reading, and language. Also, during the parent interview, parents felt their students were held to a high standard at school both academically and socially. Alturas has also developed a strategic plan and literacy plan which is regularly evaluated. Alturas can continue to develop their continuous improvement plan by comparing their data with the state standards and areas of focus as well as looking at cohort, longitudinal data. Comparing the data will help find root causes they can focus on during their improvement cycles. The Board of Directors are also apprised of the data and work together to help define goals for administration based on students' data.

Does the school promote a culture that is safe, respectful, and supportive?

Rating: Exceeds

Evidence: Stakeholder interviews, school and classroom observations

Detail: Interviews with all stakeholders and observations throughout the school day indicated all stakeholders are on the same page when it comes to a culture that is safe, respectful, and supportive.

ACCESS AND EQUITY

Does the school offer adequate support for special populations?

Rating: Meets

Evidence: Student Support Services, Teacher and Administrator Interviews, Classroom observations

Detail: Alturas's multi-age classrooms provide differentiated instruction to all students within the general education classroom. All students are taught at their instructional levels in small groups with teachers, (general and special education) paraprofessionals and parent volunteers to help the small groups meet their educational goals. Alturas has a special education teacher who helps support their special education staff and general education teacher to help implement accommodations within the classroom setting. Alturas's special education program provides services in an inclusion model. At this time, Alturas has forty-eight special education students. All special education students are given instruction at their level in the general education classroom. Paraprofessionals and the special education teachers push into the classrooms to provide lessons and support students at their levels. The general education teacher and the paraprofessional are given a common planning time to allow collaboration among the staff on ways to ensure the students' needs are being met. Special services offer speech and O/T services through Teletherapy. The school also contracts with an outside school psychologist to provide student

testing. At this time, the school does not have any EL students. Alturas also has an RTI program that provides instructional intervention during the afternoon. Alturas is a targeted assistance school and provides twenty to thirty minutes of additional support to students who need intervention. Alturas provides benchmark testing three times a year to help identify students who are in need of intervention in the areas of math and reading.

Does the school demonstrate an adequate demographic representation of the surrounding district(s)?

Rating: Meets

Evidence: Annual Report

Detail: According to Alturas's Annual Performance Report, the school's demographic representation is close to the surrounding districts in all areas except for Non-White students and Limited English Proficiency. Alturas has no Limited English Proficiency students while their surrounding district and state has 6% of their students with Limited English Proficiency. Also, Alturas has 12% of their students as Non-White while their surrounding district has 28% Non-White students. Alturas can continue to work on recruiting and retaining students with different ethnic backgrounds.

Does the school have a strong, steady retention rate for students?

Rating: Meets

Evidence: Administrator and board interviews, Retention and Attrition document

Detail: Alturas's student retention data shows the school's enrollment has gone up fifty-seven students from 409 to 466 students. Alturas has a waitlist for the current 2018 school year of 475 students. The waitlist will help provide sustainability in keeping full class sizes during the 2019-2020 school year. During the last school year, Alturas had 35 students leave during the school year and 37 students enroll.

ORGANIZATIONAL CAPACITY

Does the school create and sustain a well-functioning organizational structure and professional working climate for all staff?

Rating: Meets

Evidence: Stakeholder interviews, Employee Handbook

Detail: The Employee Handbook is an indication of a well-functioning structure and professional working climate for all. Various staff stated they worked in a positive and collaborative environment and had input into many decisions. Students stated there was no bullying in the school. Parents stated how they were able to communicate with administration and staff in an effective manner. The school has done well in the short time it has been open to document its processes and expectations for its staff.

Are there effective communication channels between stakeholders?

Rating: Meets

Evidence: Stakeholder interviews

Detail: Staff noted good communication with the two administrators and stated they were very present and responsive. Parents felt communication was very effective with the teachers and the administrators. Board stated there is good communication between administration and board members.

Does the school have procedures in place to facilitate parental involvement and understanding of student learning?

Rating: Meets

Evidence: School Handbook, Parent and Student interviews

Detail: The student handbook, parent teacher conferences and student led conferences and report cards were all ways parents explained how they received information about student achievement. Parents felt comfortable being in the classroom and understood the importance of their presence in the functioning of the school.

Does the school facility support high quality teaching and learning?

Rating: Exceeds

Evidence: Stakeholder interviews, school and classroom observations

Detail: The building was recently remodeled and was a very pleasant and clean environment. Spaces were well equipped, adequately-sized, and there appeared to be space for all school activities. There were meeting places in both the front office spaces as well as a conference room. The school entrance opens to a large library space with a great deal of seating space for students and visitors.

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Are health, safety, and accessibility standards being met and is documentation being kept current?

Rating: Meets

Evidence: Stakeholder interviews, school observations

Detail: The building seemed to be in very good repair, exterior doors besides the main entrance were all locked and there was a check in and check out process and visitor badges for visitors. There was clear visibility from the front office to the front doors enabling staff to see who is entering the building.

GOVERNANCE

Do members of the school's board act as public agents authorized by the state and provide competent and appropriate governance to ensure the transparency of school operations?

Rating: Meets

Evidence: Board interview, website documents

Detail: The board agendas and minutes were available on the website. The board appeared well versed in managing versus governing. The board receives training through Board on Track.

Does the board have policies in place that establish standards for the overall management of the school?

Rating: Meets

Evidence: Board interview, website documents

Detail: The board has a policy manual, employee manual, and student handbook. The Board members were able to articulate the roles of the board members and of the board itself in setting and reviewing policy.

Does the board demonstrate alignment with the school's mission, vision, and core values while remaining a governing authority?

Rating: Meets

Evidence: Board interview

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Detail: The board members discussed how they had moved from being a managing board to a governing board. They actively recruit members from outside of the parent community with specific expertise. They are currently receiving training from Board on Track.

Has the school's board developed a strategic plan?

Rating: Approaches

Evidence: Administrator and board interviews, Continuous Improvement Plan

Detail: The school is new and is very much guided by the charter, its vision and the vision of its founder. The CIP did not include student achievement data, but it did outline the goals of the school for the year.

Does the school's board provide appropriate academic oversight?

Rating: Meets

Evidence: Continuous Improvement Plan, Board interview

Detail: Board members seemed aware of student achievement data. The CIP for 2017-2018 did not include student achievement data or goals for achievement. However, many narrative goals related to student achievement were included within the CIP. Administrators update the board on student achievement data on a regular basis.

Does the school's board provide appropriate operational oversight?

Rating: Meets

Evidence: Board and Administrator's interviews

Detail: The board was very engaged in the process of acquiring and remodeling the current facility and is beginning work to acquire a high school facility. The board evaluates the Director, who evaluates the Principal.

GOVERNANCE: FINANCIAL

Does the school's board provide appropriate financial oversight?

Rating: Meets

Evidence: Board interview, Business Manager interview, Bluum contract

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Detail: The school contracts with Bluum to oversee their financial and HR records processes. The terms of this agreement were well delineated. The Board was compromised of members who were well versed in the financial aspects of the school and were able to articulate the financial position of the school.

Does the school maintain appropriate internal controls and procedures?

Rating: Meets

Evidence: Business Manager interview

Detail: The internal controls put in place appear adequate and effective. All record keeping was well detailed and the information provided to board members was effective. All records on the website appeared to be in compliance.

Does the school maintain adequate financial resources to ensure stable operations?

Rating: Meets

Evidence: Business Manager interview, Financial documents review

Detail: The school is currently receiving grant funding as part of their start up process. The financials included a four-year plan that included years where that funding stream was no longer available. The school has adequate reserves. Cash flow projections were prepared and reviewed.

Is the school demonstrating strong short and long-term fiscal viability?

This indicator was not rated and does not represent an area of concern. The school is fully enrolled and has built a budget on realistic expectations for future enrollment. The school has an extensive waiting list.

Does the school operate pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?

Rating: Meets

Evidence: Board and Business Manager interview, Financial documents

Detail: The school had multi-year projections that had been prepared by Bluum. The board and leadership were involved in creation of the budget priorities and the budget itself is created by Bluum based on those priorities. As the school is new, there does not appear to have been opportunities for the board to have to make substantial revisions to its budgetary plans.

Idaho PCSC Pre-Renewal Site Visit Rubric

Please Note: This rubric contains a wide range of indicators based upon best practices nationwide. This rubric is designed to apply to most school models, but in the case of unique programs, it may be tailored slightly to better evaluate those programs. Due to limited time, the evaluators may not evaluate schools on all sections of the rubric; typically, unrated sections represent areas in which the evaluators have no cause for concern.

Mission, Key Design Elements & School Culture

Is the school faithful to its mission, implementing the key design elements outlined in its performance certificate?

Indicators: All stakeholders share a common and consistent understanding of the school's mission and key design elements as outlined in the charter or subsequent amendments. The school has fully implemented its mission and key design elements in the approved charter or subsequent amendments.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding mission and key design elements.	Approaches: The school presents a material concern in one of the indicators regarding mission and key design elements.	Does not meet: The school presents a material concern in more than one of the indicators regarding mission and key design elements.

Notes:

To what extent is the charter school implementing distinctive instructional practices as outlined in their charter?

Indicators: The school implements the instructional practices that are consistent with the educational program described in its charter. Teachers demonstrate understanding and skill in the stated instructional practices. The instructional strategies are consistently implemented.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding distinctive instructional practices.	Approaches: The school presents a material concern in one of the indicators regarding distinctive educational practices.	Does not meet: The school presents a material concern in more than one of the indicators regarding distinctive educational practices.

Notes:

Does the school have a culture of high expectations and a strong emphasis on student learning?

Indicators: The school puts a primacy upon student learning and achievement. Qualitative and quantitative data, which assesses student learning, is regularly collected and analyzed by all relevant stakeholders. The school plan for improvement is implemented and progress towards goals is regularly evaluated.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding strong instructional leadership.	Approaches: The school presents a material concern in one of the indicators regarding strong instructional leadership.	Does not meet: The school presents a material concern in more than one of the indicators regarding strong instructional leadership.

Notes:

Program Delivery: Curriculum

Does the school's curriculum provide the opportunity for academic success for all students?

Indicators: The school's documented curriculum is aligned with the school's mission. There are horizontally and vertically aligned scope and sequence documents that outline grade level and subject learning objectives. The curriculum is reviewed and modified. The curriculum supports opportunities for all students, including diverse learners, to master skills and concepts.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding curriculum.	Approaches: The school presents a material concern in one of the indicators regarding curriculum.	Does not meet: The school presents a material concern in more than one of the indicators regarding curriculum.

Notes:

Does the school provide clear, appropriate, and skilled delivery of curriculum content?

Indicators: Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum. Lesson objectives are clearly communicated to students with connections made to the larger rationale and prior knowledge. Lessons are designed and implemented with appropriate supports to ensure all students can meet the targeted objectives. Teachers ensure all students' active and appropriate use of academic language. Instructions promote higher order thinking, precise academic language, and problem solving skills with appropriate supports (including digital supports) to ensure success for all students.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding delivery of curriculum content.	Approaches: The school presents a material concern in one of the indicators regarding delivery of curriculum content.	Does not meet: The school presents a material concern in more than one of the indicators regarding delivery of curriculum content.

Notes:

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Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?				
Indicators: There is a benchmarking system in place to adjust strategies and curriculum when appropriate. Stakeholders can identify the process by which curriculum is adopted, updated, or re-written. The feedback loop process is clear and involves multiple stakeholders.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding curriculum feedback loop.	Approaches: The school presents a material concern in one of the indicators regarding curriculum feedback loop.	Does not meet: The school presents a material concern in more than one of the indicators regarding curriculum feedback loop.
Notes:				

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Exhibit I

Program Delivery: Instruction

Does the school recruit, support, and retain highly effective staff?

Indicators: The school has developed and implemented policies and strategies to recruit, hire, and retain highly effective personnel. The school hires staff who can effectively implement the mission of the school. The school has developed and implemented policies regarding supports for staff. The school has developed and implemented policies and procedures for evaluation of staff. Teacher turnover is less than 15% each year. The school has clear procedures and criteria around dismissal that include opportunity for improvement.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding highly effective staff.	Approaches: The school presents a material concern in one of the indicators regarding highly effective staff.	Does not meet: The school presents a material concern in more than one of the indicators regarding highly effective staff.
Notes:				

Does the school effectively provide opportunities for student engagement?

Indicators: Questioning techniques consistently promote the equitable involvement of all students. Varied and frequent checks for understanding are observed throughout lessons and used to monitor all students progress towards mastery. The balance of teacher to student talk is aligned with chosen teaching methodology and gives all students the opportunity to demonstrate mastery.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding student engagement.	Approaches: The school presents a material concern in one of the indicators regarding student engagement.	Does not meet: The school presents a material concern in more than one of the indicators regarding student engagement.
Notes:				

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Does the school have leadership sustainability?				
Indicators: The school has leadership team job descriptions that include clear job responsibilities and qualifications. The school has a low turnover rate for the leadership team. When needed, there is a leadership succession plan in place to ensure consistency in implementing the mission and vision of the school during transition. There is a strong plan for developing/maintaining a leadership pipeline, including both internal candidate development and external partnerships for leadership development.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding leadership sustainability.	Approaches: The school presents a material concern in one of the indicators regarding leadership sustainability.	Does not meet: The school presents a material concern in more than one of the indicators regarding leadership sustainability.
Notes:				

Does the school offer professional development that supports the school's goals and the needs of individuals?				
Indicators: Professional development (PD) is differentiated based on teacher experience, need, and content area. The school has established annual PD goals and priorities aligned with the mission, values, and goals of the school. Professional development activities are interrelated with classroom practice. The school regularly evaluates the effectiveness of PD.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding professional development.	Approaches: The school presents a material concern in one of the indicators regarding professional development.	Does not meet: The school presents a material concern in more than one of the indicators regarding professional development.
Notes:				

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Program Delivery: Assessment and Evaluation

Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?

Indicators: The school regularly administers valid and reliable assessments that align to the school's curriculum. The school has a valid and reliable process for scoring and analyzing assessments. The school's assessment system includes measures of student performance for the purpose of interim, and summative evaluations of all students in each core content area. Data from the school's assessment system is used to analyze school wide performance and identify areas of improvement. Assessment data is available to teachers, school leaders, and board members.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding adequate assessment systems.	Approaches: The school presents a material concern in one of the indicators regarding adequate assessment systems.	Does not meet: The school presents a material concern in more than one of the indicators regarding adequate assessment systems.

Notes:

Does the school promote a culture that is safe, respectful, and supportive?

Indicators: The school's behavior and safety policies are documented and shared with all stakeholders. All stakeholders in the school share a common set of expectations for student behavior. Classroom routines are established and implemented. The classroom environment is conducive to learning.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding school culture.	Approaches: The school presents a material concern in one of the indicators regarding school culture.	Does not meet: The school presents a material concern in more than one of the indicators regarding school culture.

Notes:

Access and Equity

Does the school offer adequate support for special populations?

Indicators: Lessons are differentiated to meet the needs of all students including accelerated, remediation, and ELLs. The school consistently meets the needs of special education students, high-risk students, and ELL's through appropriate interventions, staffing, protocols, and programming. Students regularly meet IEP goals, and the school is in full compliance. The school adequately monitors the progress and success of all students, including diverse learners.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding support for special populations.	Approaches: The school presents a material concern in one of the indicators regarding support for special populations.	Does not meet: The school presents a material concern in more than one of the indicators regarding support for special populations.

Notes:

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Does the school demonstrate an adequate demographic representation of the surrounding district(s)?				
Indicators: The student body reflects the demographics of the target populations and/or surrounding district(s). The school has a student recruitment and retention plan that includes deliberate, specific strategies that ensure the provision of equity before, during, and after enrollment. The school eliminates barriers to program access by ensuring all information regarding non-discriminatory enrollment practices and availability of specialized services are readily available to parents, students, and the general public.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding demographic representation.	Approaches: The school presents a material concern in one of the indicators regarding demographic representation.	Does not meet: The school presents a material concern in more than one of the indicators regarding demographic representation.
Notes:				

Does the school have a strong, steady retention rate for students?				
Indicators: Strong efforts are in place to monitor and minimize attrition to ensure stable and equitable enrollment. The school shows a low rate of student transfers out of the school. The school has procedures in place to monitor its progress toward meeting enrollment targets. The school maintains adequate student enrollment.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding student retention.	Approaches: The school presents a material concern in one of the indicators regarding student retention.	Does not meet: The school presents a material concern in more than one of the indicators regarding student retention.
Notes:				

AIA Charter School Renewal   Exhibit I

Organizational Capacity

Does the school create and sustain a well functioning organizational structure and professional working climate for all staff?

Indicators: The school has clearly defined and delineated roles for staff, administration, and board members. There is a clear and well-understood system for decision making and communication. School leadership has implemented a clearly defined mission and set of goals for all staff. The school provides opportunity for regular and frequent collaboration.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding organizational structure.	Approaches: The school presents a material concern in one of the indicators regarding organizational structure.	Does not meet: The school presents a material concern in more than one of the indicators regarding organizational structure.

Notes:

Are there effective communication channels between stakeholders?

Indicators: Decision makers follow a defined process and structure inclusive of stakeholder voice and perspective. The leadership team meets regularly with the Board. Two-way communication mechanisms are established between parents and the school. The school has a clear process to act upon parental feedback to drive school improvement. If contracting with an ESP, the Board effectively communicates with the ESP to ensure it receives value in exchange for contracts.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding communication channels.	Approaches: The school presents a material concern in one of the indicators regarding communication channels.	Does not meet: The school presents a material concern in more than one of the indicators regarding communication channels.

Notes:

Does the school have procedures in place to facilitate parental involvement and understanding of student learning?

Indicators: The school has systems in place to communicate policies or student performance to parents. Families are able to use the school's communication system to access information.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding parental involvement.	Approaches: The school presents a material concern in one of the indicators regarding parental involvement.	Does not meet: The school presents a material concern in more than one of the indicators regarding parental involvement.

AIA Charter School Renewal

Exhibit I

Notes:

Does the school facility support high quality teaching and learning?

| Indicators: The classrooms and facility are appropriately equipped to support the learning needs of all students. The academic program can be supported in the current facility. | Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators. | Meets: The school presents no material concerns in any of the indicators regarding school facility. | Approaches: The school presents a material concern in one of the indicators regarding school facility. | Does not meet: The school presents a material concern in more than one of the indicators regarding school facility. |

Notes:

Are health, safety, and accessibility standards being met and is documentation being kept current?

| Indicators: The school facility is well maintained. Any necessary maintenance is up to date and complete. Regularly scheduled reports, inspections, and monitoring procedures have been completed on-time. The school has documentation supporting that health, safety, and accessibility standards have been met. All documentation related to above standards is available for review on-site. | Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators. | Meets: The school presents no material concerns in any of the indicators regarding health and safety compliance. | Approaches: The school presents a material concern in one of the indicators regarding health and safety compliance. | Does not meet: The school presents a material concern in more than one of the indicators regarding health and safety compliance. |

Notes:

AIA Charter School Renewal   Exhibit I

Governance

Do members of the school's Board act as public agents authorized by the state and provide competent and appropriate governance to ensure the transparency of school operations?

Indicators: School board members follow all requirements of Idaho's Open Meeting Law. The Board keeps appropriate minutes of all meetings, and minutes are available to the public. The Board has systems and structures in place to ensure meetings are effectively run to allow for governance level decision making (including agendas and advance materials for Board members).	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding appropriate governance.	Approaches: The school presents a material concern in one of the indicators regarding appropriate governance.	Does not meet: The school presents a material concern in more than one of the indicators regarding appropriate governance.

Notes:

Does the Board have policies in place that establish standards for overall management of the school?

Indicators: The Board approves appropriate school policies to ensure compliance with all legal requirements. Decisions are made in alignment with policies. The Board has all required officers in place and is actively fulfilling the role as outlined in the job descriptions included in the bylaws. The Board has key policies in place that they regularly review and revise, including but not limited to: bylaws, articles of incorporation, financial policies/ procedures, and governance processes. The Board operates in compliance with all bylaws.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board systems and structures.	Approaches: The school presents a material concern in one of the indicators regarding board systems and structures.	Does not meet: The school presents a material concern in more than one of the indicators regarding board systems and structures.

Notes:

Does the Board demonstrate alignment with the school's mission, vision, and core values while remaining a governing authority?

Indicators: The Board maintains governance, rather than management responsibilities, in accordance with the school's mission. The Board has a clear definition of its role as a governance body aligned with achieving the mission, vision, policies, and procedures that define the responsibilities between governance and management. The Board regularly conducts self-evaluations and secures training in any needed areas. The Board has clear policies and procedures for recruiting, selecting, and onboarding new board members.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board mission and vision.	Approaches: The school presents a material concern in one of the indicators regarding board mission and vision.	Does not meet: The school presents a material concern in more than one of the indicators regarding board mission and vision.

Notes:

AIA Charter School Renewal   Exhibit I

Has the school's Board developed a strategic plan?				
Indicators: The Board regularly engages in strategic planning to influence the school's short and long-term direction as appropriate for its stage of development. The Board spends the majority of its time on strategic conversation and decisions that are key at its stage of development, as opposed to reactive conversations and decisions. Long term planning conversations are data-driven and focused on student outcomes and organizational health.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding strategic planning.	Approaches: The school presents a material concern in one of the indicators regarding strategic planning.	Does not meet: The school presents a material concern in more than one of the indicators regarding strategic planning.
Notes:				

Does the school's Board provide appropriate academic oversight?				
Indicators: The Board receives training in K-12 oversight and actively seeks expertise when needed. All board members are able to understand student achievement data. Student achievement metrics, both interim and summative and aggregate as well as disaggregated, are regularly monitored by the Board. The Board sets student achievement goals aligned with authorizer expectations and the performance certificate and regularly monitors progress towards these goals. Decision making, including around resource allocation and human resources, is driven by student performance data.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board academic oversight.	Approaches: The school presents a material concern in one of the indicators regarding board academic oversight.	Does not meet: The school presents a material concern in more than one of the indicators regarding board academic oversight.
Notes:				

Does the school's Board provide appropriate operational oversight?				
Indicators: The Board receives training in school operations and actively seeks expertise when needed. The Board regularly monitors the school's growth and related facility needs, taking action as appropriate. The Board evaluates the school leader on at least an annual basis. The Board takes effective action when there are organizational, leadership, management, facilities, or fiscal deficiencies; or where the management or partner organization fails to meet expectations.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board operational oversight.	Approaches: The school presents a material concern in one of the indicators regarding board operational oversight.	Does not meet: The school presents a material concern in more than one of the indicators regarding board operational oversight.

AIA Charter School Renewal

Exhibit I

Notes:

Governance: Financial

Does the school's Board provide appropriate financial oversight?

Indicators: The Board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget vs. actuals. There is a comprehensive, board adopted financial policies document in place that is followed by both the board and school leadership. The Board has members with finance expertise, and all board members are able to understand budget reports and audits. All members actively participate in strategic planning and foundational development as appropriate and the Board sets and regularly monitors progress towards financial goals. The budget creation process is based on data, including sound revenue and enrollment projections, includes contingencies, and involves multiple stakeholders.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding board financial oversight.	Approaches: The school presents a material concern in one of the indicators regarding board financial oversight.	Does not meet: The school presents a material concern in more than one of the indicators regarding board financial oversight.

Notes:

Does the school maintain appropriate internal controls and procedures?

Indicators: The school follows a set of comprehensive, written fiscal policies and procedures. The school accurately records and appropriately documents transactions in accordance with school leadership's direction, laws, regulations, grants, and contracts. Duties are appropriately segregated or the school has implemented compensating controls. There is an established system in place to provide the appropriate information needed by leadership and the Board to make sound financial decisions and to fulfill compliance requirements. The school takes corrective action in a timely manner to address any internal control or compliance deficiencies identified by its external auditor.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding internal controls and procedures.	Approaches: The school presents a material concern in one of the indicators regarding internal controls and procedures.	Does not meet: The school presents a material concern in more than one of the indicators regarding internal controls and procedures.

AIA Charter School Renewal

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Notes:

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Does the school maintain adequate financial resources to ensure stable operations?				
Indicators: The school maintains sufficient cash on hand to pay current bills and those that are due shortly. The school has liquid reserves to fund expenses in the event of income loss. Cash flow projections are prepared and monitored. Financial needs of the school are not dependent on variable income (grants, donations, and fundraising).	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding financial resources.	Approaches: The school presents a material concern in one of the indicators regarding financial resources.	Does not meet: The school presents a material concern in more than one of the indicators regarding financial resources.
Notes:				

Is the school demonstrating strong short and long-term fiscal viability?				
Indicators: The school has met enrollment projections. Revenue and funding projections are reasonable and certain. Margins, cash flow, and debt levels are appropriate.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding fiscal viability.	Approaches: The school presents a material concern in one of the indicators regarding fiscal viability.	Does not meet: The school presents a material concern in more than one of the indicators regarding fiscal viability.
Notes:				

Does the school operate pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?				
Indicators: The school has outlined clear budgetary objectives and budget preparation procedures. Board members, school leadership, and staff contribute to the budget process, as appropriate. The school frequently compares its long-range fiscal plan to actual progress and adjusts it to meet changing conditions. The school routinely analyzes budget variances, the Board addresses material variances and makes necessary revisions. Actual expenses are equal to or less than actual revenue with no material exceptions.	Exceeds: All indicators are met and the school engages in activities and practices that go beyond the indicators.	Meets: The school presents no material concerns in any of the indicators regarding a long-range financial plan.	Approaches: The school presents a material concern in one of the indicators regarding a long-range financial plan.	Does not meet: The school presents a material concern in more than one of the indicators regarding a long-range financial plan.
Notes:				

AIA Charter School Renewal   Exhibit I

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 11th day of February, 2016, by and between the Idaho Public Charter School Commission (the "Authorizer"), and Alturas International Academy, an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Law, Idaho Code Section 33-5201 *et seq*, as amended (the "Charter Schools Law.")

RECITALS

WHEREAS, the Charter Schools Law was amended effective as of July 1, 2013 to require all public charter schools approved prior to July 1, 2013 to execute performance certificates with their authorizers no later than July 1, 2014;

WHEREAS, on October 8, 2015, Authorizer received a petition to request the creation of a new charter school referred to as Alturas International Academy; and

WHEREAS, on December 10, 2015, the Authorizer approved the charter petition (the "Charter") subject to conditions outlined in Appendix A;

NOW THEREFORE in consideration of the foregoing recitals and mutual understandings, the Authorizer and the School agree as follows:

SECTION 1: AUTHORIZATION OF CHARTER SCHOOL

A. **Establishment [or Continued Operation] of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the establishment [OR continued operation] of the School on the terms and conditions set forth in this Charter School Performance Certificate (the "Certificate"). The approved Charter is attached to this Certificate as Appendix B.

B. **Pre-Opening Requirements.** Pursuant to Idaho Code Section 33-5206(6), the Authorizer may establish reasonable pre-opening requirements or conditions ("Pre-Opening Requirements") to monitor the start-up progress of a newly approved public charter school to ensure that the school is prepared to open smoothly on the date agreed. The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix C. If all pre-opening conditions have been completed to the satisfaction of the Authorizer, the School shall commence operations/instruction with the first day of school in Fall 2016. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer, the School may not

commence instruction on the scheduled first day of school. In such event, the Authorizer may exercise its authority on or before July 20, 2016, to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

C. **Term of Agreement.** This Certificate is effective as of February 11, 2016, and shall continue through June 30, 2019, unless earlier terminated as provided herein.

SECTION 2: SCHOOL GOVERNANCE

A. **Governing Board.** The School shall be governed by a board (the "Charter Board") in a manner that is consistent with the terms of this Certificate so long as such provisions are in accordance with state, federal, and local law. The Charter Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School. The Charter Board shall also have authority for and be responsible for policy and operational decisions of the School, although nothing herein shall prevent the Charter Board from delegating decision-making authority for policy and operational decisions to officers, employees and agents of the School, as well as third party management providers.

B. **Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the entity holding the charter shall provide for governance of the operation of the School as a nonprofit corporation and public charter school and shall at all times be consistent with all applicable law and this Certificate. The articles of incorporation and bylaws are attached to this Certificate as Appendix D (the "Articles and Bylaws"). Any modification of the Articles and Bylaws must be submitted to the Authorizer within five (5) business days of approval by the Charter Board.

C. **Charter Board Composition.** The composition of the Charter Board shall at all times be determined by and consistent with the Articles and Bylaws and all applicable law and policy. The roster of the Charter Board is attached to this Certificate as Appendix E (the "Board Roster"). The Charter Board shall notify the Authorizer of any changes to the Board Roster and provide an amended Board Roster within five (5) business days of their taking effect.

SECTION 3: EDUCATIONAL PROGRAM

A. **School Mission.** The mission of the School is as follows: 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

B. **Grades Served.** The School may serve students in Kindergarten through grade 8.

C. **Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:

- Teachers practice diversification in multi-age classrooms. Educators grow students from their academic levels, not their grade levels. Students will be empowered to learn, grow, lead, and take responsibility for their learning.
- Students are taught at their instructional levels but also mentor and support each other in project-based learning. Teachers utilize a variety of methods and tools while teaching in small groups at instructional levels to ensure that each student has measurable academic growth each year.
- International Baccalaureate and the Idaho State Standards will be utilized hand in hand to teach students to apply knowledge and skills across disciplines. Curriculum is culturally and topically diverse, teaching students to be caring members of a global community.
- 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.
- 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.

D. **Standardized Testing.** Students of the School shall be tested with the same standardized tests as other Idaho public school students.

E. **Accreditation.** The School shall be accredited as provided by rule of the state board of education.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

A. **Oversight allowing autonomy.** The Authorizer shall comply with the provisions of Charter School Law and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School. The Authorizer's Role will be to evaluate the School's outcomes according to this Certificate and the Performance Framework rather than to establish the process by which the School achieves the outcomes sought.

B. **Charter School Performance Framework.** The Charter School Performance Framework ("Performance Framework") is attached and incorporated into this agreement as Appendix F. The Performance Framework shall be used to evaluate the School's academic, financial and operational performance, and shall supersede and replace any and all assessment measures, educational goals and objectives, financial operations metrics, and operational performance metrics set forth in the Charter and not explicitly incorporated into the Performance Framework. The specific terms, form and requirements of the Performance Framework, including any required indicators, measures, metrics, and targets, are determined by the Authorizer and will be binding on the School.

C. **Authorizer to Monitor School Performance.** The Authorizer shall monitor and report on the School's progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. The School shall be subject to a formal review of its academic, mission-specific, operational, and financial performance at least annually.

D. **School Performance.** The School shall achieve an accountability designation of *Good*

Standing or *Honor* on each of the three sections of the Performance Framework. In the event the School is a party to a third party management contract which includes a deficit protection clause, the School shall be exempt from some or all measures within the financial portion of the Performance Framework. In accordance with Charter School Law, the Authorizer shall renew any charter in which the public charter school met all of the terms of its performance certificate at the time of renewal.

E. **Performance Framework As Basis For Renewal of Charter.** The School's performance in relation to the indicators, measures, metrics and targets set forth in the Academic and Mission-Specific, Operational and Financial sections of the Performance Framework shall provide the basis upon which the Authorizer will decide whether to renew the School's Charter at the end of the Certificate term. As part of the Performance Framework, the Authorizer agrees to consider mission-specific, rigorous, valid, and reliable indicators of the School's performance. These negotiated indicators will be included in the Mission-Specific portion of the Academic and Mission Specific section of the Performance Framework.

F. **Authorizer's Right to Review.** The School will be subject to review of its academics, operations and finances by the Authorizer, including related policies, documents and records, when the Authorizer deems such review necessary. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.

G. **Site Visits.** In addition to the above procedures, the Charter School shall grant reasonable access to, and cooperate with, the Authorizer, its officers, employees and other agents, including allowing site visits by the Authorizer, its officers, employees, or other agents, for the purpose of allowing the Authorizer to fully evaluate the operations and performance of the School. The Authorizer may conduct a site visit at any time if the Authorizer has reasonable concern regarding the operations and performance of the School. The Authorizer will provide the School reasonable notice prior to its annual site visit to the School. The School shall have an opportunity to provide a written response to the site visit report no later than fourteen (14) days prior to the meeting at which the report is to be considered by the Authorizer. If no written response is provided, the School shall have the opportunity to respond orally to the site visit report at the meeting.

H. **Required Reports.** The School shall prepare and submit reports regarding its governance, operations, and/or finances according to the established policies of and upon the request of the Authorizer. However, to the extent possible, the Authorizer shall not request reports from the School that are otherwise available through student information systems or other data sources reasonably available to the Authorizer.

SECTION 5: SCHOOL OPERATIONS

A. **In General.** The School and the Charter Board shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and Authorizer policies applicable to charter schools. Authorizer policies in effect for the duration of this

Certificate are attached as Appendix G.

B. **Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be <mark>588</mark> students, with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix B.

C. **Enrollment Policy.** The School shall make student recruitment, admissions, enrollment and retention decisions in a nondiscriminatory manner and without regard to race, color, creed, national origin, sex, marital status, religion, ancestry, disability or need for special education services. In no event may the School limit admission based on race, ethnicity, national origin, disability, gender, income level, athletic ability, or proficiency in the English language. If there are more applications to enroll in the charter school than there are spaces available, the charter school shall select students to attend using a random selection process that shall be publicly noticed and open to the public. The School shall follow the enrollment policy approved by the Authorizer and incorporated into this agreement as Appendix H.

D. **School Facilities.** The School shall identify the location of its facilities pursuant to the terms of the Pre-Opening Requirements. The School shall provide reasonable notification to the Authorizer of any change in the location of its facilities.

E. **Attendance Area.** The School's primary attendance area is as follows: <mark>all of Idaho Falls School District # 91, Bonneville School District # 93, and Shelley School District # 60.</mark>

F. **Staff.** Instructional staff shall be certified teachers as provided by rule of the state board of education. All full-time staff members of the School will be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.

G. **Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

A. **General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School Performance Framework incorporated into this contract as Appendix F.

B. **Financial Controls.** At all times, the Charter School shall maintain appropriate governance and managerial procedures and financial controls which procedures and controls shall include, but not be limited to: (1) commonly accepted accounting practices and the capacity to implement them (2) a checking account; (3) adequate payroll procedures; (4) procedures for the creation and review of monthly and quarterly financial reports, which procedures shall specifically identify the individual who will be responsible for preparing such financial reports in the following fiscal year; (5) internal control

procedures for cash receipts, cash disbursements and purchases; and (6) maintenance of asset registers and financial procedures for grants in accordance with applicable state and federal law.

C. **Financial Audit.** The School shall submit audited financial statements from an independent auditor to the Authorizer no later than October 15 of each year.

D. **Annual Budgets.** The School shall adopt a budget for each fiscal year, prior to the beginning of the fiscal year. The budget shall be in the Idaho Financial Accounting Reporting Management Systems (IFARMS) format and any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

A. **Termination by the School.** Should the School choose to terminate its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. Any school terminating its charter shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

B. **Nonrenewal.** The Authorizer may non-renew the Charter at the expiration of the Certificate if the School failed to meet one (1) or more of the terms of its Certificate. Any school which is not renewed shall work with the Authorizer to ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

C. **Revocation.** The School's Charter may be revoked by the Authorizer if the School has failed to meet any of the specific, written renewal conditions attached, if applicable, as Appendix A for necessary improvements established pursuant to Idaho Code§ 33-5209B(1) by the dates specified. Revocation may not occur until the public charter school has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix I.

D. **Dissolution.** Upon termination of the Charter for any reason by the Charter Board, or upon nonrenewal or revocation, the Charter Board will supervise and have authority to conduct the winding up of the business and other affairs of the School; provided, however, that in doing so the Authorizer will not be responsible for and will not assume any liability incurred by the School. The Charter Board and School personnel shall cooperate fully with the winding up of the affairs of the School.

E. **Disposition of School's Assets upon Termination or Dissolution.** Upon termination of the Charter for any reason, any assets owned by the School shall be distributed in accordance with Charter Schools Law.

SECTION 8: MISCELLANEOUS

A. **No Employee or Agency Relationship.** None of the provisions of this Certificate will be construed to create a relationship of agency, representation, joint venture, ownership, or employment between the Authorizer and the School.

B. **Additional Services.** Except as may be expressly provided in this Certificate, as set forth in any subsequent written agreement between the School and the Authorizer, or as may be required by law, neither the School nor the Authorizer shall be entitled to the use of or access to the services, supplies, or facilities of the other.

C. **No Third-Party Beneficiary.** This Certificate shall not create any rights in any third parties, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Certificate.

D. **Amendment.** This Certificate may be amended by agreement between the School and the Authorizer in accordance with Authorizer policy, attached as Appendix G. All amendments must be in writing and signed by the School and the Authorizer.

IN WITNESS WHEREOF, the Authorizer and the School have executed this Performance
Certificate to be effective <mark>February 11, 2016.</mark>

Alan WReed

_____

Chairman, Idaho Public Charter School Commission

_____

Chairman, <mark>Alturas International Academy,</mark> Board

IN WITNESS WHEREOF, the Authorizer and Alturas International Academy (AIA) have executed this Amendment to their Performance Certificate to increase its first year enrollment cap from 250 to 281 students to meet the high demand for kindergarten seats as well as some unmet demand in second through fourth grade. Thereafter, the school's enrollment caps would increase annually through 2020-21. In AIA's fifth year of operation, the school's final enrollment cap would be 588 students. This Amendment to AIA's Performance Certificate is effective as of June 9, 2016.

_____

Alan Reed
Chairman, Idaho Public Charter School Commission

_____

Jared Allen
Chairman of the Board, Alturas International Academy

IN WITNESS WHEREOF, the Authorizer and Alturas International Academy (AIA) have executed this Amendment to their Performance Certificate to slightly modify enrollment caps in a few grades, while retaining the total school enrollment cap of 588 students. This Amendment to AIA's Performance Certificate is effective as of July 20, 2017.

Alan Reed
Chairman, Idaho Public Charter School Commission

Jared Allen
Chairman of the Board, Alturas International Academy

IN WITNESS WHEREOF, the Authorizer and Alturas International Academy (AIA) have executed this Amendment to their Performance Certificate to modify the performance framework as adopted by the Public Charter School Commission on May 4, 2017. This Amendment to AIA's Performance Certificate is effective as of November 7, 2017.

_____
Alan Reed
Chairman, Idaho Public Charter School Commission

_____
Jared Allen
Chairman of the Board, Alturas International Academy

Appendix A: Conditions of Authorization/Renewal
Appendix B: Charter
Appendix C: Pre-Opening Requirements
Appendix D: Articles of Incorporation and Bylaws
Appendix E: Board Roster
Appendix F: School Performance Framework
Appendix G: Authorizer Policies
Appendix H: Enrollment Policy
Appendix I: Public Charter School Closure Protocol

AIA Charter School Renewal   Exhibit J

Appendix A: Conditions of Authorization / Renewal

Alturas International Academy
February 11, 2016

No conditions of authorization or renewal are applicable.

Appendix B: Charter

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

Date: July 31, 2016
Contact Person: Jared Allen, Chair of the Board of Directors
Contact Address: 2105 Coronado St. Idaho Falls, ID 83404
Contact Phone: (208) 557-5218
Fax: (208) 529-9732
Contact Email: Jared.Allen@alturasacademy.org
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

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.

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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.

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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, 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.

Tab 1 5

Mission

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.

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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, 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

Tab 2 7

develop. 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 JohnsonThe 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 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

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AIA Charter School Renewal   Exhibit J

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.

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 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

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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.

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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 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

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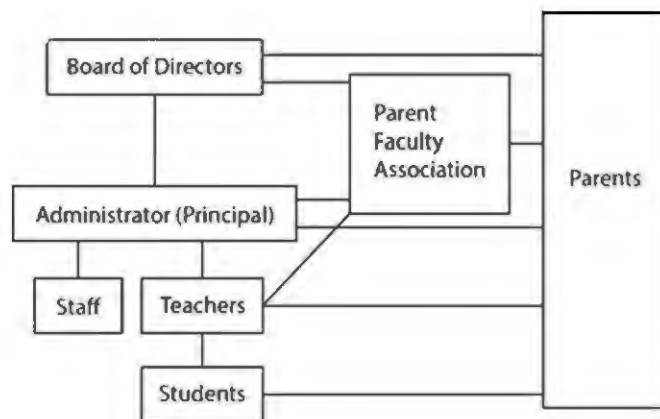
Liability and Insurance

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

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.

The Academy enrollment table reads as follows:

Column 1:   Years of operation.

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

Column 3:   Total kindergarten enrollment

Column 4:   Total first through third grade enrollment, with a breakdown by grade.

Column 5:   Total fourth and fifth grade enrollment, with a breakdown by grade.

Column 6:   Total sixth grade enrollment. Combined with fourth and fifth grade classes during the 2016-2017 academic year and seventh and eighth grade classes all subsequent years.

Column 7:   Total seventh grade and eighth grade enrollment with a breakdown by grade.

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Year	Total Enrollment	Kindergarten	1-3 multi-grade classroom	4-5 multi-grade classroom	6th grade	7-8 multi-grade classroom
2016-2017	281 Students	48 Students 48 - K	125 Students 41 - 1st 42 - 2nd 42 - 3rd	108 Students 36 - 4th 36 - 5th 36 - 6th		0 Students 0 - 7th 0 - 8th
2017-2018	417 Students	48 Students 48 - K	146 Students 48- 1st 48 - 2nd 50- 3rd	108 Students 54 - 4th 54- 5th	115 Students 50 - 6th 50 - 7th 15 - 8th	
2018-2019	466 Students	62 Students 62 - K	144 Students 48 - 1st 48 - 2nd 48- 3rd	106 Students 52 - 4th 54 - 5th	154 Students 54 - 6th 50- 7th 50 - 8th	
2019-2020	538 Students	62 Students 62 - K	216 Students 72 -1st 72 - 2nd 72 - 3rd	102 Students 50 - 4th 52 - 5th	158 Students 54 - 6th 54 - 7th 50 - 8th	
2020-2021	588 Students	62 Students 62 - K	216 Students 72 - 1st 72 - 2nd 72 - 3rd	150 Students 75 - 4th 75 - 5th	160 Students 52 - 6th 54 - 7th 54 - 8th	

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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 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

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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.

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.

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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

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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

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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.

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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 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.

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- **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.

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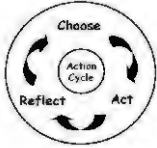
- **Where we are in place and time:** An inquiry into the orientation of place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global 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 explain IB philosophies related to student-centered education.

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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 **Confidence** Confident in their ability as learners, courage to take risks, apply what they have learned, and make appropriate choices	Choose Action Cycle Reflect Act	**Inquirers** Ask questions Are curious about the world around them **Thinkers** Use what they know Link with something new Build on other people's ideas
2. What do we want to learn? Key concepts Related concepts Lines of inquiry Teacher questions/ provocations	Who we are	**Function:** How does it work? **Related Concepts:** Behavior, communication, pattern, role, systems				
	Where we are in time and place	**Causation:** Why is it like it is? **Related Concepts:** Consequences, sequences, pattern, impact	**Communication Skills** 1. Listening 2. Speaking 3. Reading 4. Writing 5. Non-verbal communication	**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
3. How might we know what we have learned? Assessing prior knowledge and skills Assessing student learning What evidence will we look for?	How we express ourselves	**Change:** How is it changing? **Related Concepts:** Adaption, growth, cycles, sequences, transformation		**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
	How the world works	**Connection:** How is it connected to other things? **Related Concepts:** Systems, relationships, networks, homeostasis, interdependence	**Thinking Skills** 1. Acquisition of knowledge 2. Comprehension 3. Application 4. Analysis 5. Synthesis 6. Evaluation 7. Dialectical thought 8. Metacognition	**Curiosity** Curiosity about learning and of the world and its people and cultures		**Courageous** Are willing to make mistakes Are prepared to try new things Are willing to try and do things in different ways
4. How best might we learn? Learning Experiences	How we organize ourselves	**Perspective:** What are the points of view? **Related Concepts:** Subjectivity, truth, beliefs, opinion, prejudice		**Empathy** Able to project themselves into another's situation in order to understand others	**Community Service**	**Principled** Are honest Make good decisions Are responsible learners
	How we share the planet	**Responsibility:** What is our responsibility? **Related Concepts:** Rights, citizenship, values, justice, initiative	**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**	**Caring** Recognize they are part of a group Are thoughtful Help others
5. What resources need to be gathered? **6. To what extent did we achieve our purpose?**	**Disciplinary Subject Area**	**Reflection:** How do we know? **Related Concepts:** Review, interpretation, evidence, responsibility, behavior		**Independence** Thinking and acting alone, making judgments and being able to defend them	**Environmental Causes**	**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)? **8. What student-initiated inquiries arose from the learning?** **9. Teacher notes**	Languages Mathematics Science Social Studies Arts PSPE		**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	**Integrity** Being honest and demonstrating a considered sense of fairness **Respect** Respect themselves, others, and the world around them **Tolerance** Sensitivity toward differences in the world and being responsive to the needs of others	**Reflection on actions taken**	**Reflective** Think about what they do and say Think about their learning Think about different ways things could have been done

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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

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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

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

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 candidacy phase in the IB Organization for full accreditation as a Primary Year Programme (PYP). During the second year of operation, the Academy will begin the candidacy phase in 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. 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.

Action Steps/timeline	Measures of Progress/Evidence	Accountability
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. 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. 12. 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.	• 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	• Report monthly progress to Board of Directors • Report annually to authorizer

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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. 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
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. Leadership team (lead-teacher, administrator and IB coordinator) plan and create professional development plan based on the calendar / February 2016 3. Purchase books and other resources necessary for professional development / June 2016 4. Deliver first professional development/ August 2016 5. Continue with professional development <u>every Friday</u> as per calendar/ September 2016 – June 2017 6. Review and reflect on professional development 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. / 2016-17 school year 7. The teachers and leadership will reflect continuously on student achievement through small group instruction and analyze data to ensure academic growth. / 2016-17 school year 8. Complete needs assessment and professional development calendar for 2017-18 school year / May 2018 Researched Based Evidence: Theexpeditionschool.com Kidsource.com cu-portland.edu	• 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)	• Report monthly progress to Board of Directors • Report annually to authorizer

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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
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	• PLC meeting notes • PLC implementation self-assessment and reflection data • Unit plans • Common formative and summative assessment data	• 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.

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- 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.

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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.

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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

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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.

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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, 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.

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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 parentsand/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

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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

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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.

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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

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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, 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.

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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.

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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. Data has been of great value in multi-age classrooms and in teaching children at instructional levels. Each student will participate in testing, as it is an integral part of the educational plans at the Academy. Accountability in testing will be required of teachers and students, and monitored closely by Administration. 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:

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

Mathematics:

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

Behavior and Social Skills:

- 70%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).

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 or better on the Civic Responsibility Survey Level 2 Post-test.

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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.

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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.

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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.

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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 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 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.

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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 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,

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Michael and Alyssa Folker, Philip and Amanda Harper, Sue Holmes, Idaho Central Credit Union, 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 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 included in Appendix D.

Parental Involvement

The Parent-Faculty Association (PFA) and Board of Directors of the Academy may provide consultation to the 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.

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5. Parents will be highly encouraged to provide an appropriate learning environment at home for study and academic reinforcement.

6. Parents will be highly encouraged to communicate regularly with the school. In turn, the school and the PFA will regularly communicate with parents.

7. 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). 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.

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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.

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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, a performance improvement plan will be developed. The teacher will be guided and mentored according to the plan by the Administrator 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. See Appendix N.

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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:
  o   What do we want the students to learn (curriculum and standards)?
  o   How will we know if they have learned it (formative and summative assessments)?
  o   What will we do if they don't learn the standards (intervention methods and materials)?
  o   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.

- **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:** 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:** 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.

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- **Advocacy:** 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:** Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents and cultivates professional growth.

- **Priority Management:** Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational and community leadership priorities.

- **Transparency:** Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

- **Leadership Renewal:** Administrator strives to continuously improve leadership skills through professional development, self-reflection and utilization of input from others.

- **Accountability:** 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:** Administrator seeks and implements innovative and effective solutions that comply with general and special education law.

- **Instructional Vision:** 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:** Administrator sets high expectations for all students academically, behaviorally and in all aspects of student well-being.

- **Continuous Improvement of Instruction:** Administrator has proof of proficiency in assessing teacher performance based upon the Danielson "Framework for Teaching."

- **Aligns Resources:** Administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

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- **Evaluation:** Administrator uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness.

- **Recruitment and Retention:** 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	• Pre-conference may be done at the end of the previous school year or before the new school year begins:
		  o Review previous student growth measures.
		  o Be prepared to discuss student growth measures for upcoming year.
		  o Review Evaluation Calendar and evaluation documents with administrator.
		  o 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
			• 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	• Review administrator Professional Growth Plan. • Conduct Mid-Year Conference o Provide feedback on Professional Growth Plan. • Within 5–7 days of observation, the administrator should receive written feedback.	• Discuss Professional Growth Plan. • Receive feedback on performance. • 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.

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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	• 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.	• 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.
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.			

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.

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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.

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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.

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- 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.

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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

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- 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 Administrator and counselor will be made aware of the situation as soon as reasonably possible.

3. The counselor or 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

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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 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.

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- 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

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.

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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 (written and/or verbal) and possible Parent/Teacher/ Administrator conference.

3. Possible suspension; prior to suspension, if needed, the 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 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 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 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 or designee cannot be addressed through a behavioral or safety plan, the Board of Directors has authorized the

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administrator to extend the suspension up to 10 additional days.

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. 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 (All Grades)
   - Parent or guardian will be contacted.
   - Student will be suspended for 5 days.

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- 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 (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 (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 (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 or designee shall communicate all available information to the police and offer the full cooperation of the administration and faculty in a police investigation. The Administrator or 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.

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Tab 7 – Admissions, Discipline, Student Policies

Enrollment

Classes will be multi-age, multi-grade as defined in the academic program. Enrollment capacity is listed through the 2020-2021 academic year.

The Academy enrollment table reads as follows:

Column 1: Years of operation.

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

Column 3: Total kindergarten enrollment

Column 4: Total first through third grade enrollment, with a breakdown by grade.

Column 5: Total fourth and fifth grade enrollment, with a breakdown by grade.

Column 6: Total sixth grade enrollment. Combined with fourth and fifth grade classes during the 2016-2017 academic year and seventh and eighth grade classes all subsequent years.

Column 7: Total seventh grade and eighth grade enrollment with a breakdown by grade.

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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Year	Total Enrollment	Kindergarten	1-3 multi-grade classroom	4-5 multi-grade classroom	6th grade	7-8 multi-grade classroom
2016-2017	281 Students	48 Students	125 Students	108 Students		0 Students
		48 - K	41 - 1st 42 - 2nd 42 - 3rd	36 - 4th 36 - 5th 36 - 6th		0 - 7th 0 - 8th
2017-2018	417 Students	48 Students	146 Students	108 Students	115 Students	
		48 - K	48- 1st 48 - 2nd 50- 3rd	54 - 4th 54- 5th	50 - 6th 50 - 7th 15 - 8th	
2018-2019	466 Students	62 Students	144 Students	106 Students	154 Students	
		62 - K	48 - 1st 48 - 2nd 48- 3rd	52 - 4th 54 - 5th	54 - 6th 50- 7th 50 - 8th	
2019-2020	538 Students	62 Students	216 Students	102 Students	158 Students	
		62 - K	72 -1st 72 - 2nd 72 - 3rd	50 - 4th 52 - 5th	54 - 6th 54 - 7th 50 - 8th	
2020-2021	588 Students	62 Students	216 Students	150 Students	160 Students	
		62 - K	72 - 1st 72 - 2nd 72 - 3rd	75 - 4th 75 - 5th	52 - 6th 54 - 7th 54 - 8th	

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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.

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.

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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

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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

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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.

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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 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.

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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 ~~105~~ "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.

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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 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; 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, in cooperation with the Business Manager, oversee funds of the Academy; 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 intends to engage the services of accounting and/or bookkeeping professionals 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.

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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.

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Operations Plan

Pre-Opening

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

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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.

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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 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

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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 contract with an outside vendor to provide lunch, in accordance with federal requirements, during the first year of operation. The Board will approve policies for determining eligibility of students for free and reduced-price meals. The availability of free and reduced lunches will be made known to parents through a variety of notifications. 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 8   77

Tab 9 – Virtual Charter Schools

The Academy is not a virtual charter school.

Tab 9 78

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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. Potential arrangements with Buckner Insurance, Teton Stage Lines and Arugula Deli are outlined in Appendix E.

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).

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). 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).

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 C: Pre-Opening Requirements

Per Idaho State Statute 33-5206(6):

Authorized chartering entities may establish reasonable pre-opening requirements or conditions to monitor the start-up progress of newly approved public charter schools and ensure that they are prepared to open smoothly on the date agreed, and to ensure that each school meets all building, health, safety, insurance and other legal requirements for school opening.

and IDAPA 08.03.01.301 – 08.03.01.3012, AIA agrees to follow all applicable laws regarding the pre-opening requirements of charter schools.

In addition to the requirements set forth in Idaho State Statute and Rule, AIA agrees to meet all pre-opening requirements as described in the PCSC Pre-Opening Timeline.

Idaho Public Charter School Commission Pre-Opening Timeline

Report	Benchmark	Required Documentation	Deadline
Performance Certificate	Performance Certificate signed and on file	Submitted to PCSC	**75 days after approval**
New Charter School Bootcamp		Provide Proof of Attendance	**May 31**
Enrollment	Current enrollment figures, based on completed acceptance enrollment forms, documented and submitted	Documentation of acceptance enrollment forms	**May 31**
	Break-even or better enrollment achieved	Analysis of submitted enrollment documentation and petition budget	
Facilities	Copy of facility lease or mortgage has been submitted	Copy of facility lease or mortgage	**May 31**
	Necessary facility inspections have been initiated, required improvements/timeline established	Letter from contractor/landlord verifying improvements & timeline	
School Calendar	School Calendar in place for upcoming school year	Copy of School Calendar	**May 31**
Learning Program	Curriculum scope and sequence for the grades to be serviced in the first year are complete	School Assurance Form	**May 31**
	Textbooks/Curriculum are available or have been ordered, and invoices are on file	School Assurance Form	
Financial	Internal Control Policies adopted	Completion of Internal Control Risk Analysis	**May 31**
	All required and appropriate insurance policies have been obtained.	Copies of issued insurance policies	
Staffing	Contracts and position descriptions have been established for administration, directors, teachers, and support staff	Copies of all signed contracts	**May 31**
	Special Education Director identified and hired	School Assurance Form	
Charter School Advance Payment Request (SDE)			**June 1**
Transportation Advance Payment Request (SDE)			**June 15**
Consolidated Federal and State Grant Application (SDE)			**June 30**
Budget	Annual Budget Approved and Submitted to SDE, PCSC	SDE Budget Template	**July 15**

AIA Charter School Renewal

Exhibit J

Idaho Public Charter School Commission Pre-Opening Timeline

Report	Benchmark	Required Documentation	Deadline
Education Directory Updates (SDE)			**July 30**
PCSC Dashboard Report			**July 30**
School Policy	Policies and procedures for identifying and servicing EL and SPED students are appropriate and in place	School Assurance Form	**July 31**
	Student/Parent Handbook developed	School Assurance Form	
	Staff policies developed	School Assurance Form	
	School policy book has been developed/adopted	School Assurance Form	
Enrollment	System in place for gathering and reporting student data needed for federal entitlement programs	School Assurance Form	**July 31**
	Policies and procedures for student record receipt and review are appropriate and in place	School Assurance Form	
Facilities	Fire Inspection conducted, passed, and on file	Copy of inspection report	**July 31**
	Certificate of Occupancy specifying maximum occupancy awarded and on file	Copy of Certificate of Occupancy	
	Building Inspection conducted, passed, and on file	Copy of inspection report	
	Health District Inspection conducted, passed, and on file	Copy of inspection report	
	Custodial/maintenance services contracted	Copy of contract	
Financial	Independent Auditor has been contracted (if applicable)	Letter from Audit firm	**July 31**
	Forms acquired for PO, checks, reimbursements, leave requests, etc.	School Assurance Form	
	Food Service Agreement signed and on file	School Assurance Form	
	Transportation Agreement signed and on file	School Assurance Form	

AIA Charter School Renewal   Exhibit J

Idaho Public Charter School Commission Pre-Opening Timeline

Report	Benchmark	Required Documentation	Deadline
Staffing	All teachers are properly licensed, documentation on file	Reviewed at Site Visit	**July 31**
	Special Education record keeping procedures and responsible staff identified	School Assurance Form	
	Staff professional development planned	School Assurance Form	
	All staff listing with titles and positions, along with any vacancies submitted	Submitted to PCSC	
Board Governance	Board Meeting Calendar Established	School Assurance Form	**July 31**
	Board Conflict of Interest Policies and Code of Ethics are signed and on file	Submitted to PCSC	
	Meeting minutes from at least one board meeting in the past 60 days	Submitted to PCSC	
	Job descriptions for Board Officers and Members	School Assurance Form	
	Board training plan outlined	School Assurance Form	
	Updated list of governing board, listing position and contact information	Submitted to PCSC	
Site Visit	Facility space is accessible, clean, and well lit	Reviewed at Site Visit	**TBD**
	Classroom furnishings meet needs of student population and are arranged appropriately for instruction	Reviewed at Site Visit	
	Equipment is operational and technology available for student use	Reviewed at Site Visit	
	Certificate of Occupancy on file	Reviewed at Site Visit	
	Fire Inspection passed and on file	Reviewed at Site Visit	
Special Education Assurances	Details available from SDE or Charter School Special Ed Primer	SDE	**Before 1st day of instruction**

AIA Charter School Renewal

Exhibit J

Appendix D: Articles of Incorporation and Bylaws

ARTICLES OF INCORPORATION
(Non-Profit)
(Instructions on back of application)

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.

FILED EFFECTIVE

2015 FEB 13 PM 4: 44

SECRETARY OF STATE
STATE OF IDAHO

Article 1: The name of the corporation shall be:

Forrester Academy, Inc.

Article 2: The purpose for which the corporation is organized is:

Elementary Education

Article 3: The street address of the registered office is: 2105 Coronado, Idaho Falls, ID 83404

and the registered agent at such address is: Jared W. Allen

Article 4: The board of directors shall consist of no fewer than three (3) people. The names and addresses of the initial directors are:

Michelle Ball 248 Whisper Cove Pl IF ID 83404

Sue Holmes   "   "

Jared W. Allen "   "

Article 5: The name(s) and address(es) of the incorporator(s):

Jared W. Allen   248 Whisper Cove Pl IF ID 83404

Article 6: The mailing address of the corporation shall be:

248 Whisper Cove Place, Idaho Falls, ID 83404

Article 7: The corporation (☑ does ☐ does not) have voting members.

Article 8: Upon dissolution the assets shall be distributed:
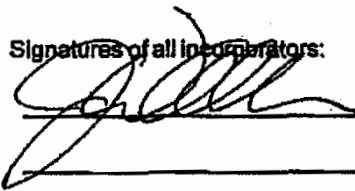
To one or more exempt organizations as desribed in Internal Revenue Code Section 501(c)(3)

specifically organized for the education of children. The receiving organization shall be designated by

the board of directors. Assets not so distributed shall be distributed by the District Court for Bonneville

County, Idaho for exempt purposes as determined by the Court.

Signatures of all incorporators:

Jared W. Allen
TypedName

TypedName:

TypedName

TypedName

TypedName

Customer Acct #:

(if using pre-paid account)

Secretary of State use only

IDAHO SECRETARY OF STATE
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1@ 20.00 = 20.00 NON EXPEDI #3

C204951

Web Form

ARTICLES OF AMENDMENT
(Non-profit)

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:

FILED EFFECTIVE

2015 APR 17 AM 11:40

SECRETARY OF STATE
STATE OF IDAHO

1. 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.

2. 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."

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

4. 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)
  a. The number of directors entitled to vote was: 7
  b. The number of directors that voted for each amendment was: 7
  c. 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)

  a. The number of members entitled to vote
was: _____

  b. The number of members that voted for each
amendment was: _____

  c. The number of members that voted against
each amendment was: _____

Dated: April 16, 2015

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
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1@ 20.00 = 20.00 NON EXPEDI #3

Web Form

C204951

THIRD 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 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 ensure the Board of Directors follows appropriate parliamentary procedures. The Board Chair is not the equivalent of president, but the same person may, if elected, serve as both the Board Chair and in any other office of the Board of Directors.

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 is not the equivalent of vice-president, but the same person may, if elected, serve as both the Board Vice Chair and in any other office of the Board of Directors.

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 stakeholders of the Corporation on the last Thursday in September during which the business of director elections shall take place. Directors elected during the annual meeting of the stakeholders of the Corporation shall assume the responsibilities of director at the first 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 October. 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 provisions 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

In addition to the Board Chair and Board Vice Chair identified in Section 2, 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) 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 annual meeting of the Board of Directors held after the annual meeting of the stakeholders of the Corporation. 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 be respondisble to establish the agenda for all meetins of the stakeholders of the Corporation and all meetings of the Board of Directors and ensure that all participants in such meetings have access to the materials necessary to their participation. The

president shall serve as the chief liaison between the Board of Directors and the school administration and as the primary signing agent for all official board documents. The president shall also be responsible to ensure compliance by the Board of Directors with the charter contract, the board manual, if any, and these corporate bylaws.

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.

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, excepting the financial 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.

5.8 Treasurer

The treasurer shall: (a) serve as custodian of all financial records and inventory lists of the corporation; (b) track and record deposits from any source whatsoever 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; (c) serve as the chief liaison with the business manager for the school; and (d) in general perform all of the duties incident to the office of treasurer.

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.
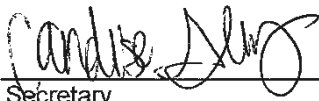
Certificate

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: January 29, 2016

Forrester Academy, Inc.

By: _____

Its: Secretary

Appendix E: Board Roster

Alturas International Academy
February 11, 2016

Board Member	Office	Term (MM/YY – MM/YY)	E-mail	Phone
Philip Harper	Chair	03/15 - 03/17	drphil_dmd@hotmail.com	208.360.1317
Heath Bowen	Vice Chair	03/15 – 03/16	heathbowen@gmail.com	208.521.5092
Candise Gilbert	Secretary	03/15 – 03/17	gilbertcandise@yahoo.com	208.821.1757
Michelle Ball	Advisor	03/15 – 06/16	michellerball@gmail.com	208.521.1385
Angey Lybbert	Asst. Secretary	03/15 – 03/16	angeysstuff@msn.com	208.529.3701
Sue Holmes	Advisor	03/15 – 06/16	sueholmes@cableone.net	208.529.8690
Katie Davenport	Treasurer	07/15 – 07/17	katie1241@hotmail.com	208.520.2636
Collin Hunter	Board Member	12/15 – 12/17	collinmhunter@gmail.com	208.709.2874
Christine Ogden	Board Member	12/15 – 12/17	christineogden81@gmail.com	208.709.6634

Appendix F: School Performance Framework

ALTURUS INTERNATIONAL ACADEMY
[YEAR] ANNUAL PERFORMANCE REPORT

INTRODUCTION

Each year, Idaho's Public Charter School Commission (PCSC) issues a performance report to every school in its portfolio. The annual report serves several purposes:

> 1. To provide transparent, data-driven information about charter school quality;

> 2. To ensure charter school boards have access to clear expectations and are provided maximum opportunity to correct any deficiencies prior to their renewal year; and

> 3. To inform mid-term authorizing decisions, such as the evaluation of charter amendment proposals.

This report contains an overview of the school, including its mission, leadership, and demographics. The overview is followed by the school's performance framework, including outcomes for the most recently completed school year.

The performance framework clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the PCSC's evaluations of the school. It contains indicators, measures, and metrics for student academic proficiency, student academic growth, post-secondary readiness (for high schools), and board performance and stewardship.

In accordance with Idaho law, the performance framework requires, at a minimum, that each school meet applicable federal, state, and authorizer goals for student achievement. It is designed to fulfill this requirement while respecting the diverse missions and student populations represented in PCSC portfolio schools. This performance framework was adopted by the Idaho Public Charter School Commission on May 4th, 2017.

To facilitate a clear context for the academic results contained in this report, the demographic, enrollment, and school leadership information provided is from the school year during which the data was gathered. Updated enrollment and school leadership information is available upon request from the school or PCSC office.

The data provided in this report was gathered primarily through the State Board of Education and State Department of Education. An independent financial audit and any applicable mission-specific data were submitted directly by the school. The school had an opportunity to correct or clarify its framework outcomes prior to the publication of this report.

Public charter school operations are inherently complex. For this reason, readers are encouraged to consider the scores on individual measures within the framework as a starting point for gaining a full, contextualized understanding of the school's performance.

PERFORMANCE FRAMEWORK STRUCTURE

The academic section comprises the primary indicators on which most renewal or non-renewal decisions are based. The mission-specific, operational, and financial sections contribute additional indicators that are, except in cases of egregious failure to meet standards, considered secondary.

Academic	The academic section focuses on quantitative academic outcomes. It reflects the PCSC's commitments to considering schools' performance in the context of their communities and student populations. Although some results may not be made publically available in certain cases, in order to protect individually identifiable student information, the PCSC may still use this information for purposes of making authorizing decisions.
Mission-Specific	The mission-specific section provides an opportunity for meaningful acknowledgement of schools' achievements that are not reflected elsewhere in the framework. These measures may be academic or non-academic in nature, but must be objective and data-driven. Mission-specific measures are generally optional; however, inclusion of certain mission-specific measures may be required as a condition of the performance certificate.
Operational	The operational section considers whether schools are operating in compliance with federal and state law, authorizer requirements, and the provisions of their performance certificates.
Financial	The financial section evaluates the near-term and long-term financial status of the school. Schools with management contracts containing deficit protection clauses may be exempted from these indicators.

ACCOUNTABILITY DESIGNATIONS

Calculation of the percentage of eligible points earned for each school determines that school's accountability designation in each section. The accountability designations, in turn, guide authorizing decisions. The PCSC will consider contextual factors affecting a school's accountability designations when making authorizing decisions.

Honor	Schools achieving at this level in all sections are guaranteed renewal. Replication and expansion proposals are likely to succeed.
Good Standing	Schools achieving at this level in the academic section will be recommended for renewal; however, conditional renewal may be recommended if outcomes in other sections are poor. Replication and expansion proposals will be considered.
Remediation	Schools achieving at this level in the academic section may be recommended for non-renewal or conditional renewal, particularly if outcomes in other sections are poor. Replication and expansion proposals are unlikely to succeed.
Critical	Schools achieving at this level in the academic section face a strong likelihood of non-renewal, particularly if outcomes in other sections are also poor. Replication and expansion proposals will not be considered.

SCHOOL OVERVIEW

Mission Statement	The mission of the School is as follows: 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.
Key Design Elements	The School shall implement and maintain the following essential design elements of its educational program: ●Teachers practice diversification in multi-age classrooms. Educators grow students from their academic levels, not their grade levels. Students will be empowered to learn, grow, lead, and take responsibility for their learning. ●Students are taught at their instructional levels but also mentor and support each other in project-based learning. Teachers utilize a variety of methods and tools while teaching in small groups at instructional levels to ensure that each student has measurable academic growth each year. ●International Baccalaureate and the Idaho State Standards will be utilized hand in hand to teach students to apply knowledge and skills across disciplines. Curriculum is culturally and topically diverse, teaching students to be caring members of a global community. ●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. ●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.

School Location	3950 S Yellowstone Hwy Ste 200 Idaho Falls, ID 83402	**School Phone**	208-522-5145
Surrounding District	All of Idaho Falls School District # 91, Bonneville School District # 93, and Shelley School District # 60.		
Opening Year	2016		
Current Term	February 11th, 2016-June 30th, 2019		
Grades Served	K-8		
Enrollment (Approved)	509	**Enrollment (Actual)**	

SCHOOL LEADERSHIP

STUDENT DEMOGRAPHICS

	School	State	Surrounding District	Neighboring District
Non-White				
Limited English Proficiency				
Special Needs				
Free and Reduced Lunch				

ISAT PROFICIENCY RATES	
Percentage of students meeting or exceeding proficiency in Math	
Percentage of students meeting or exceeding proficiency in English Language Arts	
Percentage of students meeting or exceeding proficiency in Science	

ACADEMIC	Measure	Points Possible K-8	Points Earned K-8	Points Possible 9-12	Points Earned 9-12	Points Possible K-12	Points Earned K-12	Points Possible Alternative	Points Earned Alternative
State Proficiency Comparison	1a	50	#REF!	50	0	50	0		
	1b	50	#REF!	50	0	50	0		
	1c	25	#REF!	25	0	25	0		
District Proficiency Comparison	2a	50	#REF!	50	0	50	0	50	0
	2b	50	#REF!	50	0	50	0	50	0
	2c	25	#REF!	25	0	25	0	25	0
Criterion-Referenced Growth	3a	125	#REF!			65	0		
	3b	125	#REF!			65	0		
Norm-Referenced Growth	4a			125	0	65	0	75	0
	4b			125	0	65	0	75	0
Post-Secondary Readiness	5a			75	0	75	0	75	0
	5b			75	0	75	0	75	0
Total Academic Points		500	#REF!	650	0	660	0	425	0
% of Academic Points			#REF!		0%		0%		0%

MISSION-SPECIFIC	Measure	Points Possible	Points Earned
	1		
	2		
	3	AIA has opted out of including Mission Specific Data	
	4		
	5		
	6		
Total Mission-Specific Points		0	0
% of Mission-Specific Points			#DIV/0!

OPERATIONAL	Measure	Points Possible	Points Earned	FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	0	Near-Term	1a	50	0
	1b	25	0		1b	50	0
	1c	25	0		1c	50	0
	1d	25	0		1d	50	0
Financial Management & Oversight	2a	25	0	Sustainability	2a	50	0
	2b	25	0		2b	50	0
	2c	25	0		2c	50	0
Governance & Reporting	3a	25	0		2d	50	0
	3b	25	0	Total Financial Points		400	0
	3c	25	0	% of Financial Points			0%
	3d	25	0				
	3e	25	0				
	3f	25	0				
School Environment	4a	25	0	The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
	4b	25	0				
Additional Obligations	5a	25	0				
Total Operational Points		400	0				
% of Operational Points			0%				

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%			55% - 74%		80% - 89%		65% - 84%	
		#REF!	0%		NA		0%		0%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	

School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.

All proficiency and growth measures will be scored using the ISAT by SBAC, or any state-required standardized test as may replace it. Subject area (math and ELA) may be replaced by similar subject areas if necessary due to statewide changes. On all applicable measures, standard rounding to the nearest whole number will be used for scoring purposes.

	INDICATOR 1: STATE PROFICIENCY COMPARISON								
Measure 1a	**Do math proficiency rates meet or exceed the state average?**	**Result**	**Points Possible**	**Points Earned**	Rate	State Average	Difference		Points Earned
Math Proficiency Rate									
Comparison to State	**Exceeds Standard:** The school's proficiency rate in math exceeds the state average by 16 percentage points or more.		50	0				0	
	Meets Standard: The school's proficiency rate in math is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45	0		50		-50	-20
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the state average.		15 - 29	0		50		-50	-20
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the state average.		0 - 14	0		50		-50	-20
				0					
Notes	The state average will be determined using the same grade set as is served by the public charter school.								

Measure 1b	**Do English Language Arts proficiency rates meet or exceed the state average?**	**Result**	**Points Possible**	**Points Earned**	Rate	State Average	Difference		Points Earned
ELA Proficiency Rate									
Comparison to State	**Exceeds Standard:** The school's proficiency rate in ELA exceeds the state average by 16 percentage points or more.		50	0				0	
	Meets Standard: The school's proficiency rate in ELA is equal to the state average, or exceeds it by 1 - 15 percentage points.		30 - 45	0		50		-50	-20
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the state average.		15 - 29	0		50		-50	-20
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the state average.		0 - 14	0		50		-50	-20
				0					
Notes	The state average will be determined using the same grade set as is served by the public charter school.								

	INDICATOR 2: DISTRICT PROFICIENCY COMPARISON								
Measure 2a	**Do math proficiency rates meet or exceed the district average?**	**Result**	**Points Possible**	**Points Earned**	Rate	District Average	Difference		Points Earned
Math Proficiency Rate									
Comparison to District	**Exceeds Standard:** The school's proficiency rate in math either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	0				0	
	Meets Standard: The school's proficiency rate in math is equal to the district average, or exceeds it by 1 - 15 percentage points.		30 - 45	0		50		-50	-20
	Does Not Meet Standard: The school's proficiency rate in math is 1 - 15 percentage points lower than the district average.		15 - 29	0		50		-50	-20
	Falls Far Below Standard: The school's proficiency rate in math is 16 or more percentage points lower than the district average.		0 - 14	0		50		-50	-20
				0					
	The district average will be determined using the same grade set as is served by the public charter school.								
Notes	Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.								

Measure 2b	**Do ELA proficiency rates meet or exceed the district average?**	**Result**	**Points Possible**	**Points Earned**	Rate	State Average	Difference		Points Earned
ELA Proficiency Rate									
Comparison to District	**Exceeds Standard:** The school's proficiency rate in ELA either exceeds the district average by 16 percentage points or more, or is at least 80%.		50	0				0	
	Meets Standard: The school's proficiency rate in ELA is equal to the district average, or exceeds it by 1 - 15 percentage points.		30 - 45	0		50		-50	-20
	Does Not Meet Standard: The school's proficiency rate in ELA is 1 - 15 percentage points lower than the district average.		15 - 29	0		50		-50	-20
	Falls Far Below Standard: The school's proficiency rate in ELA is 16 or more percentage points lower than the district average.		0 - 14	0		50		-50	-20
				0					
	The district average will be determined using the same grade set as is served by the public charter school.								
Notes	Because some schools have primary attendance areas crossing district lines, the school and authorizer will agree upon execution of the performance certificate which district (or other comparison group, in the case of virtual schools) will be used for comparison purposes. The comparison group should represent a majority of the school's enrollment.								

ACADEMIC K-8

INDICATOR 3: CRITERION-REFERENCED STUDENT GROWTH (GRADES K-8)		Result	Points Possible	Points Earned	Percentile Points Earned by This School	Percentage of Possible Percentile Points in this Range that were earned by this school	
Measure 3a	**Are students making adequate academic growth to achieve math proficiency within 3 years or by 10th grade?**	Result	Points Possible	Points Earned			
Criterion-Referenced Growth Math							
	Exceeds Standard: At least 85% of students are making adequate academic growth in math.		76-100	0	-56.25	-84	-5.25
	Meets Standard: Between 70% and 84% of students are making adequate academic growth in math.		51-75	0	-65	-69	-4.6
	Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in math.		26-50	0	-36.25	-49	-2.45
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in math.		0-25	0	0	0	0
				0			
Notes							
Measure 3b	**Are students making adequate academic growth to achieve English Language Arts proficiency within 3 years or by 10th grade?**	Result	Points Possible	Points Earned	Percentile Points Earned by This	Percentage of Possible Percentile Points in this Range that were earned by this	
Criterion-Referenced Growth ELA							
	Exceeds Standard: At least 85% of students are making adequate academic growth in ELA.		76-100	0	-56.25	-84	-5.25
	Meets Standard: Between 70% and 84% of students are making adequate academic growth in ELA.		51-75	0	-65	-69	-4.6
	Does Not Meet Standard: Between 50% and 69% of students are making adequate academic growth in ELA.		26-50	0	-36.25	-49	-2.45
	Falls Far Below Standard: Fewer than 50% of students are making adequate academic growth in ELA.		0-25	0	0	0	0
				0			
Notes							

OPERATIONAL

INDICATOR 1: EDUCACTIONAL PROGRAM			
Measure 1a **Implementation of Educational Program**	**Is the school implementing the material terms of the educational program as defined in the charter and performance certificate?**	**Result**	**Points Possible**	**Points Earned**
	Meets Standard: The school implements the material terms of the mission, vision, and educational program in all material respects, and the implementation of the educational program reflects the essential elements outlined in the charter and performance certificate. A cohesive professional development program is utilized.		25	
	Partially Meets Standard: The school partially implements the material terms of the mission, vision, and educational program. However, implementation is incomplete, not cohesive, inconsistent, unclear, and/or unsupported by adequate resources and professional development.		15	
	Does Not Meet Standard: The school has deviated from the material terms of the mission, vision, and/or essential elements of the educational program as described in the performance certificate, without an approved amendment, such that the program provided differs substantially from the program described in the charter and performance certificate.		0	
				0
Notes				

Measure 1b **Educational Requirements**	**Is the school complying with applicable educational requirements?**	**Result**	**Points Possible**	**Points Earned**
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to educational requirements, including but not limited to: Instructional time requirements, graduation, and promotional requirements, content standards including the Common Core State Standards, the Idaho State Standards, state assessments, and implementation of mandated programming related to state or federal funding.		25	
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to educational requirements; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to educational requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

OPERATIONAL

Measure 1c	Is the school protecting the rights of students with disabilities?	Result	Points Possible	Points Earned
Students with Disabilities				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to: Equitable access and opportunity to enroll; identification and referral, appropriate development and implementation of IEPs and Section 504 plans; operational compliance, including provisions of services in the LRE and appropriate inclusion in the school's academic program, assessments, and extracurricular activities; discipline, including due process protections, manifestation determinations, and behavioral intervention plans; access to school's facility and programs; appropriate use of all available applicable funding.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of students with identifiable disabilities and those suspected of having a disability; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

Measure 1d	Is the school protecting the rights of English Language Learner (ELL) students?	Result	Points Possible	Points Earned
English Language Learners				
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to requirements regarding ELLs, including but not limited to: Equitable access and opportunity to enroll; required policies related to the service of ELL students; compliance with native language communication requirements; proper steps for identification of students in need of ELL services; appropriate and equitable delivery of services to identified students; appropriate accommodations on assessments; exiting students from ELL services; and ongoing monitoring of exited students.		25	
	Partially Meets Standard: The school has exhibited non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to the treatment of ELL students; however, matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to requirements regarding ELLs; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

INDICATOR 2: FINANCIAL MANAGEMENT AND OVERSIGHT

Measure 2a Financial Reporting and Compliance	Is the school meeting financial reporting and compliance requirements?	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial reporting requirements, including but not limited to: Complete and on-time submission of financial reports including annual budget, revised budgets (if applicable) periodic financial reports as required by PCSC, and any reporting requirements if the board contracts with an Education Service Provider; on-time completion and submission of the annual independent audit and corrective action plans (if applicable); and all reporting requirements related to the use of public funds.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial reporting requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant non-compliance with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial reporting requirements; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

Measure 2b GAAP	Is the school following General Accepted Accounting Principles (GAAP)	Result	Points Possible	Points Earned
	Meets Standard: The school materially complies with applicable laws, rules, regulations , and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to: An unqualified audit option, an audit devoid of significant findings and conditions, material weakness, or significant internal control weaknesses; and an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit. Any matters of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits failure to comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to financial management and oversight expectations as evidenced by an annual independent audit; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

Measure 2c Enrollment Variance	Is the school successfully enrolling the projected number of students?	Result	Points Possible	Points Earned
	Meets Standard: Enrollment variance equaled or exceeded 95 percent in the most recent fiscal year.		25	
	Partially Meets Standard: Enrollment variance was between 90 and 95 percent in the most recent fiscal year.		15	
	Does Not Meet Standard: Enrollment variance was less than 90 percent in the most recent fiscal year.		0	
				0
Notes	Enrollment variance is calculated by dividing actual mid-term enrollment by the enrollment projection in the school's board-approved budget, as submitted to the SDE at the beginning of the fiscal year.			

OPERATIONAL

INDICATOR 3: GOVERNANCE AND REPORTING				
Measure 3a	**Is the school complying with governance requirements?**	**Result**	**Points Possible**	**Points Earned**
Governance Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board, including but not limited to: board policies; board bylaws; code of ethics; conflicts of interest; board composition; and compensation for attendance at meetings.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to governance by its board. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to governance by its board; and/or matters of non compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

Measure 3b	**Is the board fulfilling its oversight obligations?**	**Result**	**Points Possible**	**Points Earned**
Board Oversight				
	Meets Standard: The school's board practices consistent, effective oversight of the school, including but not limited to frequent review of the school finances and academic outcomes. Board meeting agendas, packets, and minutes reflect competent oversight practices and actions to foster academic, operational, and financial strength of the school, including ongoing board training, policy review, and strategic planning. The school's board has adopted and maintains a complete policy book.		25	
	Partially Meets Standard: Some of the school board's oversight practices are underdeveloped, inconsistent, incomplete, or reflect a need for additional training. Board meeting agendas, packets, and minutes reflect meaningful efforts toward self-evaluation and improvement. The school's policy book may be substantially complete but require additional maintenance.		15	
	Does Not Meet Standard: The school's board fails to practice consistent, effective oversight of the school, and/or documentation of competent oversight practices and actions is not maintained. The school's policy book may be incomplete, unmaintained, or non-existent.		0	
				0
Notes				

AIA Charter School Renewal   Exhibit J

Measure 3c	Is the school complying with reporting requirements?	Result	Points Possible	Points Earned
Reporting Requirements				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities, including but not limited to: accountability tracking; attendance and enrollment reporting; compliance and oversight; and additional information requested by the authorizer.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to relevant reporting requirements to the PCSC, the SDE, the SBOE, and/or federal authorities; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

Measure 3d	Is the school complying with public transparency requirements?	Result	Points Possible	Points Earned
Public Transparency				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency, including but not limited to: maintenance of its website, timely availability of board meeting minutes, and accessibility of documents maintained by the school under the state's Freedom of Information Act, Open Meeting Law, Public Records Law, and other applicable authorities.		25	
	Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency. Any instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, and provisions of the performance certificate relating to public transparency; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

Measure 3e	Is the school meeting employee credentialing and background check requirements?	Result	Points Possible	Points Earned
Credentialing & Background Checks				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to state and federal certification and background check requirements.		25	
	Partially Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the performance certificate relating to state and federal certification and background check requirements. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to state and federal certification and background check requirements; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

Measure 3f	Is the school handling information appropriately?	Result	Points Possible	Points Earned
Information Handling				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information, including but not limited to: maintaining the security of student records under the Family Educational Rights and Privacy Act and other applicable authorities; storing and transferring student and personnel records; and securely maintaining testing materials.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the handling of information. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the handling of information; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

	INDICATOR 4: SCHOOL ENVIRONMENT			
Measure 4a	Is the school complying with transportation requirements?	Result	Points Possible	Points Earned
Transportation				
	Meets Standard: The school provides student transportation within its primary attendance area and materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to transportation.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, or requirements of the performance certificate relating to transportation; and/or provides and incomplete form of transportation services. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to transportation; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board; and/or the school does not provide transportation.		0	
				0
Notes				

Measure 4b	Is the school complying with facilities requirements?	Result	Points Possible	Points Earned
Public Transparency				
	Meets Standard: The school materially complies with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds, including but not limited to: Americans with Disabilities Act, fire inspections and related records, viable certification of occupancy or other required building use authorization, and documentation of requisite insurance coverage. The school facility is clean, well-maintained, and adequate for school operations.		25	
	Partially Meets Standard: The school largely exhibits compliance with applicable laws, rules, regulations, and requirements of the performance certificate relating to the school facilities and grounds. Instances of non-compliance are minor and quickly remedied, with documentation, by the governing board. Additional facility maintenance and/or updates have been recommended by DBS.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with applicable laws, rules, regulations, or provisions of the performance certificate relating to the school facilities and grounds; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board. The school facility may be in need of modification or repair required by DBS.		0	
				0
Notes				

OPERATIONAL

INDICATOR 5: ADDITIONAL OBLIGATIONS			
Measure 5a	**Is the school complying with all other obligations?**	Result	**Points Possible**	**Points Earned**
Additional Obligations				
	Meets Standard: The school materially complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources: revisions to statute and administrative rule; requirements of the State Department of Education; and requirements of the accrediting body.		25	
	Partially Meets Standard: The school largely complies with all other material legal, statutory, regulatory, or contractual requirements that are not otherwise explicitly stated herein. Matters of non-compliance, if any, are minor and quickly remedied, with documentation, by the governing board.		15	
	Does Not Meet Standard: The school exhibits frequent and/or significant failure to materially comply with all other material legal, statutory, regulatory, or contractual requirements contained in its charter contract that are not otherwise explicitly stated herein; and/or matters of non-compliance are not quickly remedied, with documentation, by the governing board.		0	
				0
Notes				

FINANCIAL

INDICATOR 1: NEAR-TERM				

Measure 1a Current Ratio	Current Ratio: Current Assets divided by Current Liabilities	Result	Points Possible	Points Earned
	Meets Standard: Current Ratio is greater than or equal to 1.1 OR Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's). *Note: For schools in their first or second year of operation, the current ratio must be greater than or equal to 1.1.*		50	
	Does Not Meet: Current Ratio is between 0.9 and 1.0 or equals 1.0 OR Current Ratio is between 1.0 and 1.1 and one-year trend is negative.		10	
	Falls Far Below Standard: Current ratio is less than or equal to 0.9.		0	
				0
Notes				

Measure 1b Cash Ratio	Current Ratio: Cash divided by Current Liabilities	Result	Points Possible	Points Earned
	Meets Standard: Cash Ratio is greater than 1.0 OR Cash Ratio is equal to 1.0 and one-year trend is positive (current year ratio is higher than last year's).		50	
	Does Not Meet: Cash Ratio is between 0.9 and 1.0 OR Cash Ratio equals 1.0 and one-year trend is negative.		10	
	Falls Far Below Standard: Cash ratio is equal to or less than 0.9.		0	
				0
Notes				

Measure 1c Unrestricted Days Cash	Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses minus Depreciation Expense/365)	Result	Points Possible	Points Earned
	Meets Standard: 60 Days Cash OR Between 30 and 60 Days Cash and one-year trend is positive. *Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.*		50	
	Does Not Meet: Days Cash is between 15-30 days OR Days Cash is between 30-60 days and one-year trend is negative.		10	
	Falls Far Below Standard: Fewer than 15 Days Cash.		0	
				0
Notes				

Measure 1d Unrestricted Days Cash	Default	Result	Points Possible	Points Earned
	Meets Standard: School is not in default of financial obligations. Financial obligations include, but are not limited to: nonpayment, breach of financial representation, non-reporting, non-compliance, financial judgements, loan covenants, and/or tax obligations.		50	
	Does Not Meet: School is in default of financial obligations.		0	
				0
Notes				

FINANCIAL

INDICATOR 2: SUSTAINABILITY				

Measure 2a **Total Margin and Aggregated** **3-Year Total Margin**	**Total Margin: Net Income divided by Total Revenue AND Aggregated Total Margins: Total 3-Year Net Income divided by Total 3-Year Revenues.**	Result	Points Possible	Points Earned
	Meets Standard: Aggregated 3-yar Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. *Note: For schools in their first or second year of operation, the*		50	
	Does Not Meet: Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".		30	
	Falls Far Below Standard: Aggregated 3-Year Total Margin is less than or equal to -1.5 percent OR the most recent year Total Margin is less than -10 percent.		0	
				0
Notes				

Measure 2b **Debt to Asset Ratio**	**Debt to Asset Ratio: Total Liabilities divided by Total Assets**	Result	Points Possible	Points Earned
	Meets Standard: Debt to Asset Ratio is less than 0.9.		50	
	Does Not Meet: Debt to Asset Ratio is between 0.9. and 1.0		30	
	Falls Far Below Standard: Debt to Asset Ratio is greater than 1.0		0	
				0
Notes				

Measure 2c **Cash Flow**	**Cash Flow: Multi-Year Cash Flow = Year 3 Total Cash - Year 1 Total Cash AND One -Year Cash Flow = Year 2 Total Cash - Year 1 Total Cash**	Result	Points Possible	Points Earned
	Meets Standard: Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year OR Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of two years, and Cash Flow in the most recent year is positive. Note: Schools in their fist or second year of operation must have positive cash flow.		50	
	Does Not Meet: Multi-Year Cumulative Cash Flow is positive, but trend does not "Meet Standard"		30	
	Falls Far Below Standard: Multi-Year Cumulative Cash Flow is negative.		0	
				0
Notes				

Measure 2d **Debt Service Coverage Ratio**	**Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)**	Result	Points Possible	Points Earned
	Meets Standard: Debt Service Coverage Ratio is equal to or exceeds 1.1		50	
	Does Not Meet: Debt Service Coverage Ratio is less than 1.1		0	
				0
Notes				

Appendix G: Authorizer Policies

PUBLIC CHARTER SCHOOL COMMISSION POLICIES AND PROCEDURES
As Adopted and Amended June 11, 2015

Table of Contents

PUBLIC CHARTER SCHOOL COMMISSION POLICIES AND PROCEDURES
As Adopted and Amended June 11, 2015

Section I: General

Submission of Meeting Materials (Adopted June 17, 2014; Amended June 11, 2015)

1. **Regular Meeting Materials Deadline:** Materials to be considered at a regular meeting of the Public Charter School Commission (PCSC) must be received by the PCSC office no later than 5:00 p.m. MT thirty (30) calendar days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.

2. **Special Meeting Materials Deadline:** Materials to be considered at a special meeting of the PCSC must be received by the PCSC office no later than 8:00 a.m. MT three (3) business days prior to the meeting date. Additional or revised materials will be received after this deadline only upon the specific direction of PCSC staff.

3. **Meeting Materials Format:** Meeting materials must be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into the smallest possible number of files and be submitted in Microsoft Word, Excel, or Adobe PDF. Completed budget templates must be submitted in Excel. Materials submitted in or as more than five (5) separate electronic files will not be accepted, except in rare cases as specifically directed, in advance, by PCSC staff.

4. **Additional Materials and Handouts:** No additional materials or handouts will be accepted at PCSC meetings. Rare exceptions will be made only as specifically directed by the Chairman.

Section II: New and Transfer Charter School Petitions (Adopted June 17, 2014; Amended June 11, 2015)

Petition Consideration Timeline

1. The PCSC shall consider new and transfer charter school petitions on a timeline in compliance with I.C. § 33-5205.

2. New and transfer charter petitions shall be considered only at regularly scheduled PCSC meetings.

3. The PCSC shall hold an initial hearing to consider the merits of the petition within 75 days after a petition is "considered received" as defined in IDAPA 08.03.01.300.04.

4. Pursuant to I.C. § 33-5205(2), the initial hearing on a petition may be delayed for a specified period of time by mutual, written agreement of both parties. The initial hearing for any petition may be delayed only once.

Standards for Petition Approval

1. In order to be eligible for approval, a charter petition must score at least a 2 on every indicator on the Petition Evaluation Rubric (PER). The PER shall be available to charter petitioners in advance of petition submission.

2. Consideration shall be given to indicators receiving a score of 3 and thereby influencing the total points earned to demonstrate the overall strength of the petition, but such indicators shall not overrule Section II.B.1 of this policy.

3. Petitions shall be scored against the PER by PCSC staff in advance of the PCSC's consideration of the petition. The PCSC may, at its discretion and by formal motion, modify the PER ratings recommended by PCSC staff.

4. The PCSC may approve a new or transfer charter petition contingent upon specific revisions that the petitioners are directed to make to PCSC staff's satisfaction. The PCSC's written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC's contingent approval shall expire effective at 8:00 a.m. ~~Mountain Time~~ on the date of the PCSC's next regularly scheduled meeting.

Petition Evaluation Process

1. Petitions shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device. Documents must be combined into no more than two (2) PDF documents, one comprising the body of the petition and the other the combined appendices.

2. Upon initial submission to the PCSC office, petitions shall be evaluated using the PER. Results shall be provided to the petitioning group within 30 days.

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3. One (1) petition revision shall be accepted by PCSC staff prior to the initial PCSC hearing, provided it is received no later than the meeting materials submission deadline described in Section I.A.1 of this policy.

4. Revised petitions shall show in legislative format all changes from the most recent version reviewed by the PCSC office (see <u>The Idaho Rule Writer's Manual</u>, section II.4, pg. 36), with the exception of changes to budget spreadsheets and PCSC templates. The "track changes" or "show markup" feature in Microsoft Word shall not be considered an acceptable substitute for legislative format.

5. Revised petitions shall clearly show the submission date of the most recent revision on the title page.

6. Petition revisions shall be submitted in accordance with Section II.C.1 of this policy. The entire petition, including appendices, must be submitted with each revision.

7. Petition revisions that are not submitted in compliance with this section shall be returned to the petitioners without further review.

8. Petition revisions that are returned without review in accordance with this policy may be resubmitted, with relevant corrections made, within the initial deadlines imposed by this policy.

9. The most recent, complete petition revision in the possession of PCSC staff by 5:00 p.m. MT on the meeting materials submission deadline will be the version provided to the PCSC.

10. The petition revision provided to the PCSC shall be accompanied by a PER updated to reflect the merits of that revision. The petitioning group shall also be provided with the updated PER results.

11. Additional revisions or supplementary documents submitted separately from the petition and/or after the materials submission deadline shall not be considered, except in rare cases and only by advance permission of PCSC staff, unless an exception is made in accordance with Section I.A.5. Public comment on the petition is excluded from this provision.

12. If, at the initial hearing, a decision regarding a petition is delayed pursuant to I.C. § 33-5205(2), one (1) revision will be accepted by the PCSC office within thirty (30) days.

Section III: Charter and Performance Certificate Amendments (Adopted February 13, 2014; Amended June 11, 2015)

Proposed Charter or Performance Certificate Amendment Consideration Timeline

1. The PCSC will consider proposed amendments to a school's charter or performance certificate on a timeline in compliance with IDAPA 08.02.04.302.03.

2. Proposed amendments, other than those deemed appropriate for administrative approval per item (3.) of this section, must be submitted according to the meeting materials deadlines outlined in Section I.A.1.

3. Except as provided in Subsection 4 below, proposed charter amendments will be considered at regular meetings only.

4. In accordance with IDAPA 08.02.04.302.03, the PCSC delegates to the Public Charter School Commission Director authority to approve minor revisions to a school's charter or performance certificate.

5. Pursuant to I.C. §33-5206(8), proposals to increase enrollment by 10% or more of the public charter school's approved enrollment cap shall be considered by the PCSC during a public hearing.

Proposed Charter or Performance Certificate Amendment Process

1. Proposed charter or performance certificate amendments shall be submitted electronically via electronic mail, web-based file-sharing services, or portable data storage device.

2. Proposed charter or performance certificate amendments shall be accompanied by a cover letter explaining the nature of and rationale for the proposed amendment. Supporting documentation, including budgets, shall be provided when relevant.

3. Documents associated with a proposed charter or performance certificate amendment must be combined into no more than two (2) files, one comprising the section(s) of the charter or performance certificate to be amended and the other comprising the cover letter and documentation described in Section II.C.3.b of this policy.

4. Proposed charter or performance certificate amendments must show all proposed changes in legislative format. Use of Microsoft Word's "track changes" or "show markup" feature shall not be considered an acceptable substitute for legislative format.

5. One (1) revision of the proposed charter or performance certificate amendments will be accepted by PCSC staff prior to the PCSC hearing, provided it is received within the deadline established in writing by PCSC staff.

6. The most recent, complete version of the proposed amendment in the possession of PCSC staff by close of business (5:00 p.m. Mountain Time) on

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the deadline established in writing by PCSC staff shall be provided to the PCSC.

7. The version provided to the PCSC will be accompanied by a PER or alternate evaluation document updated to reflect the merits of the proposal. The charter holder will also be provided with the evaluation document.

8. Additional revisions or supplementary documents submitted separately from the proposed charter or performance certificate amendment and/or after the deadline established in writing by PCSC staff shall not be considered, except in rare cases and by advance permission of PCSC staff. Public comment on the proposed charter amendment is excluded from this provision.

9. The PCSC shall approve or deny a proposed charter or performance certificate amendment at the time of consideration.

10. The PCSC may approve a proposed amendment contingent upon specific revisions that the charter holders are directed to make to PCSC staff's satisfaction. The PCSC's written notice of approval shall not be issued until the revisions are approved by PCSC staff. If not finalized by written notice, the PCSC's contingent approval shall expire effective at 8:00 a.m. MT on the date of the PCSC's next regularly scheduled meeting.

11. Student-level data may be considered by the PCSC, in a manner consistent with federal and state law, for the purposes of decision-making with regard to proposed charter amendments.

Standards for Charter Amendment Approval

1. Application of Petition Evaluation Rubric

   a. When proposed charter amendments are closely aligned to a section of the Petition Evaluation Rubric (PER), PCSC staff will use the PER to evaluate the proposed charter amendment and make recommendations to the PCSC.

   b. Proposed charter amendments that score at least a 2 on every relevant indicator on the Petition Evaluation Rubric (PER) are most likely to be recommended for approval. The PER will be available to charter holders in advance of amendment submission.

2. School Enrollment Expansion Eligibility

   a. Enrollment expansion proposals include proposals to broaden the range of grades served or to add additional students in grades already served by a public charter school.

   b. Enrollment expansion proposals for schools whose current accountability designation is Honor or Good Standing shall be considered by the PCSC. A school's current accountability designation is the designation reflected in the school's most recent midterm annual report or renewal-year performance report.

    c.   Schools whose current accountability designation is Remediation or Critical shall not be approved for enrollment expansion. Exception to this provision may be made on the basis of contextual factors impacting a school's accountability designation.

    d.   Enrollment expansion proposals shall include documentation of the school's capacity to serve additional students without compromising the quality of the existing program and evidence of community interest in expansion.

3.   Amendments During Non-Renewal or Revocation Process

    a.   During non-renewal or revocation proceedings, schools may not propose amendments to sections of the charter or performance certificate that are relevant to the reasons for non-renewal or revocation.

    b.   A school shall be considered to be in non-renewal proceedings from the time it receives written notice from PCSC staff stating that the school will be recommended for non-renewal. The school shall remain in non-renewal proceedings until such time as the PCSC moves to renew the charter.

    c.   A school shall be considered to be in revocation proceedings from the time the PCSC moves to issue a notice of intent to revoke to the school. The school shall remain in revocation proceedings until such time as the PCSC takes action to allow the school to continue operations, or until the State Board of Education overturns the PCSC's revocation decision upon appeal.

Section IV: Charter School Oversight (Adopted June 11, 2015)

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.

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

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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.

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 the following reports: All budget worksheets submitted to the State Department of Education at the beginning of the fiscal year; 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.

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.

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

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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.

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.

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.

Section V: Renewal and Non-Renewal (Adopted June 11, 2015)

Standards for Renewal Decision-Making.

1. The PCSC shall make renewal decisions based on documented outcomes regarding a school's academic, mission-specific, operational, and fiscal performance. Such performance shall be evaluated using the provisions, conditions, and measures contained in the performance certificate and its appendices, including the performance framework.

2. Calculation of the percentage of eligible points earned on the academic and mission-specific sections of the performance framework for each school shall determine that school's accountability designation: Honor, Good Standing, Remediation, or Critical. The accountability designation shall guide the PCSC's renewal or non-renewal decision-making. Renewal or non-renewal decision-making shall also be influenced by results on the operational and financial sections of the framework.
   a. Schools achieving an accountability designation of Honor shall be recommended for renewal. Schools that fall into the point-percentage range for Honor but whose financial and/or operational outcomes are poor shall not be eligible for an Honor designation.
   b. Schools achieving an accountability designation of Good Standing shall be recommended for renewal; however, conditional renewal may be recommended if financial and/or operational outcomes are poor.
   c. Schools achieving an accountability designation of Remediation may be recommended for non-renewal or conditional renewal, particularly if financial and/or operational outcomes are poor.
   d. Schools achieving an accountability designation of Critical are likely to be recommended for non-renewal, particularly if financial and/or operational outcomes are poor.
   e. Financial or operational outcomes shall be considered poor if points achieved on the corresponding section of the performance framework place the school in remediation or critical status for that section.
   f. Measures for which a school lacks data due to factors such as grade configuration or small size shall not contribute to that school's accountability designation.
   g. Student-level data may be considered by the PCSC, in a manner consistent with federal and state law, for the purposes of renewal or non-renewal decision-making.

3. The PCSC shall consider contextual factors affecting a school's accountability designation when making renewal or non-renewal decisions. However, renewal decisions shall be based on past outcomes, not on promises of future improvement.

4. The PCSC shall consider trends documented in a school's annual reports for the years leading up to renewal. Statistically significant, positive growth trends will make renewal of schools with Remediation accountability designations more likely, while stagnant or negative growth trends will make renewal of such schools less likely. Trends may also contribute to recommendations for conditional renewal.

5. If a school fails to meet specific conditions for necessary improvement within the specified timeframes included in Appendix A of the performance certificate, non-renewal may result regardless of the school's accountability designation.

6. Conditional renewals shall be for periods of five years, but shall include in Appendix A of the performance certificate specific conditions for necessary improvement pursuant to §33-5209B(1), Idaho Code.

Renewal / Non-Renewal Process

7. No later than November 15, the PCSC shall issue to all renewal-year schools a performance report and renewal application guidance that meets the requirements of §33-5209B, Idaho Code. The performance report shall include notification of the prospect of non-renewal, if applicable.

8. Renewal-year 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.

9. Renewal-year schools shall submit a renewal application to the PCSC no later than December 15. Renewal applications shall be submitted in accordance with the renewal application guidance provided by the PCSC and represent the charter holders' opportunity to submit documents challenging any rationale for non-renewal and supporting the continuation of the school.
    a. Renewal applications shall be submitted to the PCSC office electronically via email or online file-sharing service.
    b. Renewal applications shall be comprised of no more than two (2) documents: the completed application form and an Adobe PDF document providing any supporting documentation. Supporting documentation shall include a table of contents and make use of Adobe's "bookmark" feature for ease of navigation. Additional documents in other formats may be accepted, on a case-by-case basis, with the prior approval of PCSC staff.
    c. Schools that fail to submit their completed renewal applications, in a format consistent with this policy, by the statutory deadline may be recommended for non-renewal.

10. No later than January 15, PCSC staff will advise any renewal-year schools regarding whether they will be recommended for renewal or non-renewal. The purpose of this notice is to permit schools that may be recommended for non-renewal time to prepare a response in advance of the PCSC's regular February meeting.

11. During its February regular meeting, the PCSC will consider evidence regarding all renewal-year schools.
    a. Written evidence provided by schools as part of their renewal application shall be provided to the PCSC. Additional written evidence shall not be accepted from schools after the meeting materials deadline (see ***).
    b. Any written evidence provided by PCSC staff shall be published on the PCSC's website at least seven (7) days in advance of the meeting.
    c. Both schools and the PCSC may be represented by counsel.
    d. Schools may call witnesses and give testimony.
    e. The PCSC may call witnesses and give testimony.
    f. The PCSC may delegate the hearing of evidence to a hearing officer, or may hear evidence itself.

12. Schools may submit written closing arguments to the PCSC office within seven (7) days of the February regular PCSC meeting.

13. No later than March 15, the PCSC will hold a special meeting for the purpose of making final renewal or non-renewal determinations regarding all renewal-year schools.

Appendix H: Enrollment Policy

Alturas International Academy
February 11, 2016

Alturas International Academy will comply with the enrollment procedures established in Idaho Statute and Administrative Rule.

Appendix I: Public Charter School Closure Protocol

IDAHO

PUBLIC CHARTER SCHOOL COMMISSION

CLOSURE PROTOCOL

August 2013

Background

This Closure Protocol is aligned to Idaho statute and rule and is designed to reflect best practices for managing the school closure process in an organized manner that protects the state, students and the community.

The Idaho Public Charter School Commission Closure Protocol is based on the Colorado Charter School Sample Closure Framework released in 2011 and publicly available at www.charterschoolquality.org. The Colorado Sample Closure Framework was created through the collaborative work of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute.

The Colorado Charter School Sample Closure Framework incorporated information from the following sources:

1. *Accountability in Action: A Comprehensive Guide to Charter School Closure*. Edited by Kim Wechtenhiser, Andrew Wade, and Margaret Lin. National Association of Charter School Authorizers (2010).

2. Colorado Charter School Institute Closure Project Plan (2010).

3. *Charter Renewal*. Charter Schools Institute, The State University of New York (SUNY).

4. *Pre-Opening Checklist and Closing Checklist*. Office of Education Innovation, Office of the Mayor, City of Indianapolis.

5. *2010-2011 Charter Renewal Guidelines*. District of Columbia Public Charter School Board.

During the revision process, the following additional sources were integrated into the Idaho Public Charter School Commission Closure Protocol:

6. *Navigating the Closure Process*. Matthew Shaw. Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011).

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AIA Charter School Renewal   Exhibit J

Introduction

Charter school closures happen when a school's charter is revoked, non-renewed, or relinquished.   A number of factors can lead to closure of the school, including poor academic performance, finances, governance, or safety issues.   Regardless of the reasons for closure, the board of directors of the public charter school is responsible for managing the closure and dissolution process.[2] Cooperation between the public charter school board and administrator, authorizer, and other state entities can allow for the facilitation of a smooth process that "minimize[s] disruption for students while ensuring that public funds are used appropriately."[3]

The closure process should begin as soon as the authorizer or the charter school board takes initial action to close the school, regardless of whether an appeals process has been completed or the decision has been finalized. This allows the school and authorizer to discuss the potential closure, identify a tentative timeline for the final decision, and work together to establish a closure team and clear paths of communication with each other, stakeholders, and the community.

Whenever possible, the authorizer and public charter school should work together to ensure that the school is able to operate through the completion of the regularly-scheduled school year.   Under most circumstances, this should allow adequate time to complete all closure tasks. More importantly, it minimizes instructional gaps for students.   However, there are occasions when it is necessary for a school to close mid-year. In these cases, students' educational transitions should be the highest priority. The school, authorizer, and other state entities must also identify the appropriate closure team and work closely together to prioritize closure tasks and manage their completion in as organized and efficient manner as possible.

Though individual schools should develop closure plans that are tailored to their situation, resources, and needs, all schools should keep the following primary goals in mind:

1. Providing educational services in accordance with the charter and performance certificate until the end of the school year, or the agreed upon date when instruction will stop.

2. Reassigning students to schools that meet their educational needs.

3. Addressing the school's financial, legal and reporting obligations.

The closure process has many tasks, which are illustrated in the chart below. Based on the circumstances surrounding the closure, not all tasks in this protocol may apply.   When the charter school, authorizer, and other state entities meet at the outset of the closure process, they should refer to the Closure Protocol and identify which tasks will be required or necessary. During this meeting, responsible parties and completion dates should be agreed upon to ensure a transparent and smooth closure. The template that follows includes the basic tasks that will usually need to be addressed to close a school; the format allows for the insertion of responsible parties and task deadlines.
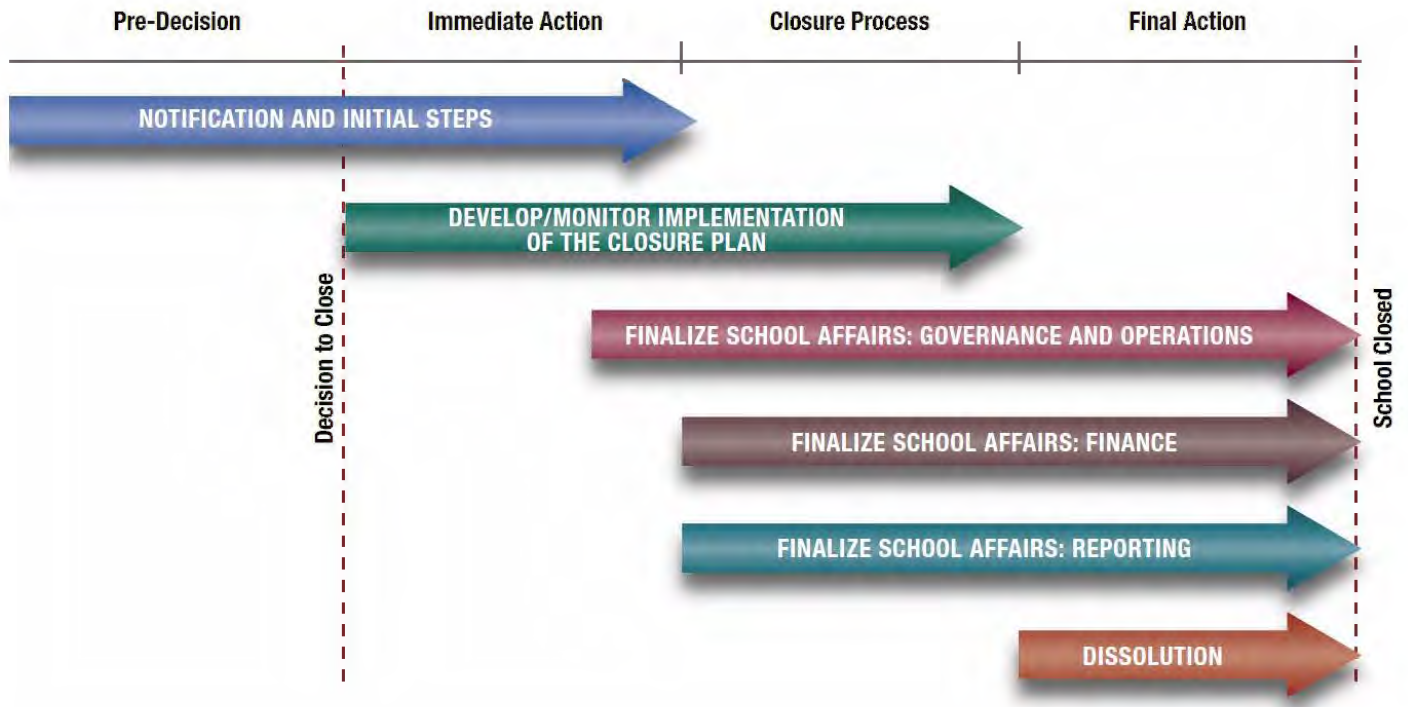

Endnotes

[1] Peyser, J. and Marino, M. "Why Good Authorizers Should Close Bad Schools." Accountability in Action: A Comprehensive Guide to Charter School Closure. National Association of Charter School Authorizers (2010). Pages 6 and 9.

[2] I.C. § 33-5212

[3] Shaw, M. "Navigating the Closure Process." Authorizing Matters Issue Brief, May 2011. National Association of Charter School Authorizers (2011). Pages 2-3.

A Conceptual Timeline for Closure

| Pre-Decision | Immediate Action | Closure Process | Final Action |

NOTIFICATION AND INITIAL STEPS

DEVELOP/MONITOR IMPLEMENTATION OF THE CLOSURE PLAN

Decision to Close

FINALIZE SCHOOL AFFAIRS: GOVERNANCE AND OPERATIONS

FINALIZE SCHOOL AFFAIRS: FINANCE

FINALIZE SCHOOL AFFAIRS: REPORTING

DISSOLUTION

School Closed

Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Meet with PCSC and SDE staff Within 3 business days of the authorizer's or school's initial / intended closure decision, the charter school administrator and a representative of the school's board will meet (in-person or via telephone or web conference) with staff representatives of the PCSC and SDE to: 1. Review the remaining process for finalizing the closure decision as applicable 2. Review the Closure Protocol and tasks and clarify critical deadlines 3. Identify points of contact for media or community questions 4. Draft communication to staff, families, and affected districts	School, PCSC, SDE			
Notify Parents / Guardians of Potential Closure 1. Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to enrolled families. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease. • Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process. • Public Charter School Closure FAQ. • Contact information for parents/guardians with questions.	School, PCSC			
Notify School Districts Materially Impacted 1. Within one week of the authorizer's or school's initial / intended closure decision, the charter school will send letters to districts materially impacted by the closure decision. Notification should include: • The reasons for closure. • If applicable, an explanation of the appeals process and likely timeline for a final decision. • Copy of the letter sent to parents. • Public Charter School Closure FAQ. • Contact information for questions.	School, PCSC			
Meet with Charter School Faculty and Staff Administrator and charter board chair meet with the faculty and staff to: 1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision. 2. Emphasize importance of maintaining continuity of instruction through the end of the school year. 3. Emphasize need to limit expenditures to necessities. 4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer. 5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work. 6. Describe assistance, if any, that will be provided to faculty and staff to find new positions.	School			
Review and Report on Finances 1. Review budget to ensure that funds are sufficient to operate the school through the end of the school year, if applicable. Communicate with the PCSC and SDE regarding financial status and next steps. 2. Limit expenditures to only those in the approved budget and delay approving expenditures that might no longer be necessary until a revised budget is approved. 3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.	School, PCSC, SDE			

Send Additional and Final Notifications
1. Notify parents and affected school districts in writing after key events (e.g., denial of an appeal) and when the closure decision is final.
2. The letters notifying staff, parents, and other districts of the final closure decision should include:
   • The last day of instruction.
   • Any end-of-the-year activities that are planned to make the transition easier for parents and students.
   • Assistance that will be provided to families in identifying new schools. This may include a list of school options; application deadlines or open house dates for traditional public, public charter, or private schools; or individual meetings with families.
   • Basic information about the process for access and transfer of student and personnel records.
	School, PCSC			

Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Establish Transition Team, Develop Closure Plan, and Assign Roles 1. Contact appropriate entities to establish a transition team, including: • A member of the PCSC staff • A member of the SDE staff • Charter school board chair • Lead administrator from the charter school • Lead finance person from the charter school • Additional members as deemed appropriate 2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.	School, PCSC, SDE			
Establish a Schedule for Meetings and Interim Status Reports Agree on a meeting schedule to review progress and interim, written status reports to include: 1. Reassignment of students and transfer of student records. 2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access. 3. Notification to entities doing business with the school. 4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors. 5. Sale, dissolution, or return of assets. 6. Submission of all required reports and data to the authorizer and/or state.	School			
Submit Final Closure Report Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).	School			

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Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain Identifiable Location Maintain the school's current location through the winding up of its affairs or relocate its business records and remaining assets to a location with operational telephone service that has voice message capability.	School			
Protect School Assets Protect the school's assets and any assets in the school that belong to others against theft, misappropriation and deterioration. 1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan. 2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc. 3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.	School			
Notify Commercial Lenders / Bond Holders (if applicable) If the school has existing loans - Within 10 days after the final decision to close the charter school (after appeals process is complete), notify banks, bond holders, etc., of the school's closure and projected dates for the school's last payment towards its debt and if/when default will occur.	School			
Terminate EMO /CMO Agreement (if applicable) Review the management agreement and take steps needed to terminate the agreement at the end of the school year or prior to the intended closure date. 1. The management company should be asked for a final invoice and accounting, including an accounting of any retained school funds and the status of grant funds. 2. The school and the management company should agree upon how the company will continue to provide educational services until the last day of instruction. The school and the management company agree when other services including business services will end.	School			
Notify Contractors and Terminate Contracts 1. Notify all contractors, including food service and transportation, of school closure. 2. Retain records of past contracts and payments. 3. Terminate contracts for goods and services as of the last date such goods or services will be needed.	School			
Notify Employees and Benefit Providers 1. Whenever possible, provide employees with formal, written notification of termination of employment at least 60 days before closure to include date of termination of all benefits in accordance with applicable law and regulations (i.e. WARN and COBRA) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor. 2. Notify benefit providers of pending termination of all employees, to include: • Medical, dental, vision plans. • Life insurance. • PERSI, 403(b), or other retirement plans 3. Consult legal counsel as specific rules and regulations may apply to such programs.	School			

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS

Maintain and Organize Records
1. Maintain all corporate records related to:
  • Loans, bonds, mortgages and other financing.
  • Contracts.
  • Leases.
  • Assets and their sale, redistribution, etc.
  • Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.
  • Governance (minutes, bylaws, policies).
  • Accounting/audit, taxes and tax status, etc.
  • Employees (background checks, personnel files).
  • Employee benefit programs and benefits.
  • Any other items listed in the closure plan.
2. Determine where records will be stored after dissolution.
	School			

Transfer Student Records and Testing Material
1. Ensure that all student records are organized and complete
2. Within 10 days of receiving a records request, send student records, including final grades and evaluations, to the students' parent or new district and/or school, including:
  • Individual Education Programs (IEPs) and all records regarding special education and supplemental services.
  • Student health / immunization records.
  • Attendance record.
  • Any testing materials required to be maintained by the school.
  • Student transcripts and report cards.
  • All other student records.
3. Document the transfer of records to include:
  • Date of transfer (for each individual student file transferred).
  • Signature and printed name of the charter school representative releasing the records.
  • Name and contact information of the receiver's representative.
  • The total number and percentage of general and special education records transferred.
	School			

Inventory Assets and Prepare Federal Items for Pick-up
1. Inventory school assets, and identify items:
  • Loaned from other entities.
  • Encumbered by the terms of a contingent gift, grant or donation, or a security interest.
  • Belonging to the EMO/CMO, if applicable, or other contractors.
  • Purchased with federal grants or funds (ie. ID Charter Start grant)
    ➢ Items purchased with federal funds should be listed on the Federal Items Inventory spreadsheet provided by the PCSC. The list should be very detailed and complete, and items should not be sold or re-distributed.
2. Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.
3. Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up.
    ➢ Boxes should be packed, closed, taped, and *clearly* labeled with name(s) and/or number(s) corresponding to the inventory.
    ➢ PCSC walk-though must be scheduled in advance and must be at least 2 days prior to the scheduled move day.
    ➢ At the time of the walk-through, all federal items must be prepared and distinctly separate from other school assets. If the school's items are not adequately prepared for moving, the PCSC will delay the date for pick-up of federal items.
	School, PCSC			

Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Maintain IRS 501(c)(3) Status Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
Notify Funding Sources / Charitable Partners Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
Review and Revise School Budget 1. Review the school's budget and overall financial condition. 2. Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE. 3. Identify acceptable use of reserve funds.	School, PCSC, SDE			
List all Creditors and Debtors Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Not that the creditor list is not the same as the contractor list (above), but should include any contractors with whom the school owes money (based on a contract or invoice). 1. Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors. 2. Debtors include persons who owe the school fees or credits, any lessees or sub-lessees of the school, and any person holding property of the school.	School			
Notify Debtors and Process Payments Contact debtors to request payment. Process and document received payments.	School			
Determine PERSI Obligations Contact PERSI to determine remaining liabilities for employee retirement program.	School			
Notify and Pay Creditors 1. Notify all creditors of the school's closure and request final invoices. 2. Sell appropriate assets. 3. Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.	School			
Itemize Financials Review, prepare and make available the following: 1. Fiscal year-end financial statements. 2. Cash analysis. 3. Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes. 4. Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.	School			
Close Out All State and Federal Grants Close out state, federal, and other grants. This includes filing any required expenditure reports or receipts and any required program reports, including disposition of grant assets.	School, SDE, Fed			
Prepare Final Financial Statement Retain an independent accountant to prepare a final statement of the status of all contracts and obligations of the school and all funds owed to the school, showing: 1. All assets and the value and location thereof. 2. Each remaining creditor and amounts owed. 3. Statement that all debts have been collected or that good faith efforts have been made to collect same. 4. Each remaining debtor and the amounts owed.	School			
Complete Final Financial Audit Complete a financial audit of the school in accordance with statute by a date to be determined by the authorizer. Submit final audit to the PCSC and SDE.	School, PCSC, SDE			
Reconcile with State Reconcile state billings and payments. If the school owes the state money, it should list the SDE as a creditor and treat it accordingly.	School, SDE			

Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Prepare and Submit End-of-Year Reports 1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines. 2. Prepare and submit annual reports to the authorizer.	School, PCSC			
Prepare Final Report Cards and Student Records Notice Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
Prepare and Submit Final ISEE Report Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
Prepare and Submit Final Budget and Financial Reporting Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
Prepare and Submit All Other Required State and Federal Reports 1. Communicate with the SDE and the federal government to identify any outstanding or final reports required for federal, state, or special programs (special education, Title I, etc.) and confirm deadlines. 2. Prepare and submit reports to the SDE and/or federal government.	School, SDE			

Prepare and Submit Final Closure Report to the PCSC
Submit the completed closure Protocol document and a narrative and/or attachments that outline the following:
1. The name and contact information of the individual(s) with whom the PCSC can follow-up after closure if there are questions or issues to be addressed
2. The school's final financial status, including the final independent audit
3. The status of the transfer and storage of student records, including:
  • The school's total enrollment at the start of the final semester
  • The number and percentage of student records that have been transferred prior to closure
  • The plan for storage and access to student records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure
  • A copy of public communication to parents regarding how to access student records after closure
4. The status of the transfer and storage of personnel records, including:
  • The school's total number of staff at the beginning of the final semester
  • The number and percentage of personnel records that have been distributed to staff and/or new employers
  • If necessary, the plan for storage and access to personnel records after closure, including the signature of the person / entity that has agreed to be responsible for transferring records after closure
  • A copy of communication to staff regarding how to access personnel records after closure
5. Additional documentation (inventories, operational info, etc.) may be included with the report
	School, PCSC			

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Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
Dissolve the Charter School (I.C. § 30-3-110) 1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation. 2. The charter school board adopts a plan of dissolution indicating to whom the assets of the non-profit corporation will be distributed after all creditors have been paid. (I.C. § 33-5206(9)) 3. Unless otherwise provided in the bylaws, the board of directors votes on the resolution to dissolve. A non-profit corporation is dissolved upon the effective date of its articles of dissolution. (I.C. § 30-3-112)	School			
Notify the Secretary of State (I.C. § 30-3-112) 1. After the resolution to dissolve is authorized, dissolve the corporation by delivering to the Secretary of State for filing articles of dissolution setting forth: • The name of the non-profit corporation. • The date dissolution was authorized. • A statement that dissolution was approved by sufficient vote of the board. • If approval of members was not required (commonly true for public charter schools), a statement to that effect and a statement that dissolution was approved by a sufficient vote of the board of directors or incorporators • Such additional information as the Secretary of State determines is necessary or appropriate.	School			
Notify Known Claimants (I.C. § 30-3-114) Give written notice of the dissolution to known claimants after the effective date of the dissolution. Claimants have 120 days from the effective date of the written notice to submit a claim.	School			
End Corporate Existence (I.C. § 30-3-113) A dissolved non-profit corporation continues its corporate existence, but may not carry on any activities except as is appropriate to wind up and liquidate its affairs, including: 1. Preserving and protecting its assets and minimizing its liabilities. 2. Discharging or making provision for discharging its liabilities. 3. Disposing of its properties that will not be distributed in kind. 4. Returning, transferring or conveying assets held by the corporation upon a condition requiring return, transfer or conveyance, which condition occurs by reason of dissolution, in accordance with such condition. 5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws. 6. Doing every other act necessary to wind up and liquidate its assets and affairs.	School			
Notify IRS Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.	School			

"If charter schools are to have any hope of transforming public education, they cannot settle for simply being pretty good or just above average – especially when that average is well below what students need to succeed in the world. From this perspective, charter schools need to be about excellence. Specifically, they need to prove that excellence is possible and achievable at scale and under difficult circumstances, even with students whom others may have given up on."

"All of those who embark on this perilous journey of hope deserve our deepest gratitude and respect for embracing this challenge with courage, persistence and good faith. But these virtues alone are not enough. Charter schools are not supposed to rest on good intentions and earnest effort; they are supposed to achieve meaningful results demonstrated by a sound body of evidence over the charter term. Charter schools that cannot deliver on that promise, either to their students or the broader public, need to be closed. This is the unpleasant, but imperative responsibility of authorizers."

-- James A. Peyser and Maura Marino. "Why Good Authorizers Should Close Bad Schools."[1]

Application for Charter Renewal

Brian R. Bingham
Principal
Michelle R. Ball
Executive Director
208.522.5145
151 N Ridge Ave, Idaho Falls, ID 83402
Date of approval: 12/12/2018
Date of submission: 12/17/2018
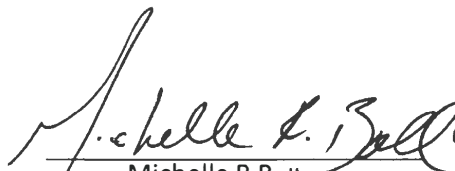
Brian R Bingham
Principal

Michelle R Ball
Executive Director

Jared W Allen
Board Chair

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Executive Summary

"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."

The administration team believes they are demonstrating commitment to the mission every day, through the quality of instruction, the dedication of staff, and the results that are seen as children grow and thrive.

The following guiding practices are adhered to by all to achieve the mission:

- Teachers practice diversification in the classroom by utilizing a variety of methods and tools and teaching in small groups at instructional levels to ensure that each student has measurable academic growth each year.

- 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.

- Curriculum is culturally and topically diverse, teaching students to be caring members of a global community.

- 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.

- Teachers, staff, and students are responsible for maintaining a professional, safe, and inspiring learning and working atmosphere.

- Students work from their academic level, not necessarily their grade level. Students are taught at their instructional levels but also mentor and support each other in project-based learning.

- Teachers learn students' strengths and needs (and how they change) over time. Teachers are required to observe students, analyze data, and implement interventions to address academic and social needs.

- Teachers function primarily as facilitators/trainers to help students become independent, collaborative learners.

- Students leave the Academy prepared to academically succeed at their next learning institution.

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 Candidate (IB) World School, students are inspired to be lifelong learners, critical thinkers, and global citizens.

3

Key Design Elements:

- In every Alturas classroom, instruction is provided in small groups, at instructional level. Students regularly work with partners and group members. They are taught the importance of taking ownership of their own education.
- The multi-age classroom is a unique style of teaching that provides student support through peer mentoring and peer collaboration. Another positive aspect to multi-aged classrooms is that students will remain with the same teacher for up to three years. This allows teachers to learn students' strengths and needs quickly, and to meet students' needs across an extended period of time.
- In classrooms, the teacher primarily acts as a facilitator/trainer to help students become independent, collaborative learners.
- Emphasis is placed on the classroom as a collaborative, safe, and supportive community. Time is spent daily to clarify and strengthen these principles, through class discussion, presentations, small group discussion, etc.
- Within the International Baccalaureate Program, students are actively engaged in inquiry-based learning, and in designing their own research projects. Teachers act as advisors, encouraging student questioning and exploration.

The mission of Alturas is to be a part of a revolution in education in the state of Idaho. No revolution is easy, and no revolution is without struggle. It is never a neat, linear process. Although Alturas is in its third year of existence, the Academy is still a new school, with an innovative new approach to educating children. The model is not for every teacher and requires a drastic change in mindset. Teaching children in small groups, at their instructional levels, demands a teacher give up a certain amount of control and predictability in the classroom. The Academy meets children at their instructional levels and teaches them skills and knowledge allowing them to take charge of their own education, and their own future.

A traditional model of education defines the teacher's job as disseminating information, then checking to see if the students can regurgitate that information. The Alturas model teaches children to actively seek knowledge, to collaborate with others, and to fully integrate what they learn. The teachers serve as facilitators of the process. It is the teacher's job to evaluate each student's specific educational, emotional, and social needs, and find the best possible ways to meet those needs. Over the next couple of years, the Alturas administration will face some challenge in finding teachers who are able to adapt to the model, and catch the vision of how Alturas can, and will, change the future of education towards a model that defines 21st-Century learning to attain core competencies such as collaboration, critical thinking, and problem-solving.

Being a teacher at Alturas is challenging in the first couple of years in that they are tasked with learning a wholly new educational model. They are required to develop an in-depth understanding of each student's educational needs and provide them with the tools for success. As they empower students to take ownership of their learning, these practices enhance student efficacy and motivation to learn.

4

Instructional Model

Students at Alturas International Academy grow and succeed academically. Students throughout the school are placed in groups that challenge their learning at their instructional level, not their independent or frustration levels. One of the key design elements written into the Charter is "Teachers practice diversification in multi-age classrooms. Educators grow students from their academic levels, not their grade levels. Students will be empowered to learn, grow, lead, and take responsibility for their learning." As classrooms are observed, students are learning, collaborating, supporting, mentoring, and teaching one another.

Another design element from the Charter is "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." As the curriculum and program of study are described over the next few paragraphs, it will be evident that students are working together in partnerships with their peers and fulfilling the mission of the Charter.

Classrooms are structured in a way that allows students to have control of their own learning, each day students know what to expect and they follow the outlined procedures. Elementary students spend ninety minutes at their instructional level in mathematics and ninety minutes at their reading level. All students have the same educational requirements as they work at their instructional level, whether that means they work above their current "grade" level, at grade level, or below. As students follow their daily routine, they need little to no prompting regarding what they need to do next. As students work with their partners, discussing collaboratively the concepts they are learning, the teacher engages in them in analytical and critical thinking in small instructional groups with multi-age students.

Within the multi-age classroom, students act as mentors to others, and provide guidance and encouragement to their peers. This interaction fosters positive attitudes toward learning, as well as providing peer models for younger students. Younger students are able to envision their own progress as they work with older students, while older students are able to share experiences, techniques, and milestones that have helped them reach their academic goals. In addition to the classroom teacher, their instructional level partners as well as their mentor partners, Alturas International Academy has more than a dozen paraprofessionals who provide support for students in small group instruction throughout the school. The school also has many parent volunteers to provide support students within these groups.

Units of Inquiry

Another key design element in the Charter states "Students are taught at their instructional levels but also mentor and support each other in project-based learning. Teachers utilize a variety of methods and tools while teaching in small groups at instructional levels to ensure that each student has measurable academic growth each year." Students are grouped according to instructional levels in the morning for both reading and math, however, in the afternoon during Units of Inquiry, students are placed in mentoring partnerships.

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In the first through third grade class, third graders are often paired with first graders to support them in their writing and research. By working in partnerships and groups, students naturally develop collaboration skills. Creativity is fostered by exchanging ideas and receiving feedback from partners and members of instructional groups. Teachers encourage students to inquire and develop ideas and opinions as they explore concepts and solve problems.

During Units of Inquiry, students explore, create, investigate and analyze with their partner and teacher as they work on their projects. As students complete their projects, Alturas hosts a "Units of Inquiry" night at the school where students present and teach their peers, parents and other adults that are in attendance. See Exhibit 1a-1g (Pictures of Units of Inquiry Nights).

One example of a Units of Inquiry night is from last May (2018), during that unit students explored economics. Instead of studying economics from texts, students applied their learning, they conducted market research, created business plans, presented to investors, all to raise money for Make-A-Wish Foundation. The culmination of all their hard work was a school carnival that was completely in the hands of the students, and they were highly successful. Students raised nearly three thousand dollars to donate to the local Make-A-Wish Foundation. (See Exhibit 2 Pictures of School Carnival).

Assessments
In small groups, teachers use informal assessments consistently to further guide their instruction and support students in their learning, identifying the gaps in the student's understanding. Teachers are able to quickly determine which students are grasping the material and which students need additional support. Since students are being taught at their instructional level in reading, and in math, Alturas' administration and Board of Directors focus on key data points using assessments such as NWEA Map Growth and Renaissance Star Testing. Teachers at Alturas use both formative, informal and summative assessments to evaluate a student's instructional level.

According to the NWEA website "MAP Growth uses the RIT (Rasch Unit) scale to help measure and compare academic growth. Specifically, the scale measures levels in academic difficulty. The RIT scale extends equally across all grades, making it possible to compare a student's score at various points throughout his or her education.

What does a specific RIT score mean? It represents the level where a student is ready to learn, also known as the Zone of Proximal Development. The test finds that level by pinpointing where a student would just as likely answer incorrectly as correctly, the point between knowing and not knowing answers"
(https://teach.mapnwea.org/assist/help_map/Content/AboutMAP/WhatRITMeans.htm?Highlight=RIT%20Growth%20goal).

Assessment scores and academic goals.

When students (1st – 8th grade) take the Map Growth Assessment in the Fall they receive a RIT score for their current academic understanding as well as a projected RIT for the Spring test. The projected RIT is based on the 50th percentile growth of students who received the same RIT score in the Fall. In order to meet their RIT Growth goal, they need to grow at least with 50th percentile of their peers. Using the Map Growth Assessment, Alturas has set the goal that 60% of students (including those who qualify for Special Education services) will meet or exceed their Projected RIT Score for NWEA Map Growth Assessment from the Fall assessment to the Spring assessment. Over the past two years Alturas has strived to reach that goal with many individual classes meeting and exceeding it. During the 2017-18 school year, the entire staff attended two trainings for the NWEA MAP test and hosted one of those events. See Exhibit 3a and 3b. (Map Growth Data for the School for the past two years).

Although students take the Map Growth Assessment in the Fall, Winter, and Spring, they also take the Renaissance Star Test for both Math and Reading every 6 weeks. The Star Test gives the teacher a snapshot of the growth that students have had over the previous several weeks and allows them to see what gaps might be occurring in the student's learning. Using both the Star and Map test data, teachers are able to determine what needs to be taught, and what needs to be strengthened.

Alturas' philosophy focuses on growing students academically from where they are instructionally, in addition to the growth assessments that students take, students also participate in the State Mandated proficiency exams, the ISATs. Alturas has the current goal that 55 percent of students who participate in the Math ISAT will score Proficient and that 60 percent who participate in the ELA ISAT will score proficient. Over the past two years, Alturas has improved student proficiency on all ISATs, including Science. See Exhibit 4a and 4b. (ISAT scores from 2016-17, and 2017-18).

International Baccalaureate

One other Design Element from the Charter is: "International Baccalaureate and the Idaho State Standards will be utilized hand in hand to teach students to apply knowledge and skills across disciplines. Curriculum is culturally and topically diverse, teaching students to be caring members of a global community." Since the inaugural year, Alturas has been implementing the International Baccalaureate (IB) curriculum, coupled together with the Idaho State Standards. The Units of Inquiry curriculum mentioned earlier implements the IB Program of Study and links it to the Idaho Standards, focusing on Social Studies, Science, Economics, History etc. All teachers at Alturas have completed successfully at least one Category 1 training through IB. Teachers then implement what they learn as they develop their Unit Planners, and as they complete their unit, teachers then reflect on the successes as well as areas that need improvement.

As students participate in the International Baccalaureate program, they explore a wide variety of issues and questions that affect not just them, but the world at large. IB projects focus on global issues and questions. Students plan and execute projects that are focused on solving problems, caring for the earth, communication, and understanding and appreciating others. These projects provide invaluable knowledge and experience that students can take with them as they grow and

explore career possibilities. As they participate in group projects, they learn to collaborate and problem-solve as part of a group, skills that they will take into the workplace in virtually any career. On some projects, they will also work with professionals within the community, thus gaining insight into various vocations, and making contacts in the professional world. (See Exhibit 5a and 5b Example of Unit Planners)

Middle years program.

Middle school students who attend Alturas International Academy participate in the Middle Years Program (MYP) of the International Baccalaureate World Schools. Students in the MYP are required to take a minimum of 50 class hours in each of the eight subjects: Language 1 (English), Language 2 (Spanish), Individuals and Societies (Social Studies), Design (Technology), Physical Education/Health, Art, Mathematics and Science. Our Middle Years Program is multi-age model as well, combining sixth, seventh, and eighth graders together. In ELA and math, they are grouped in small groups according to their academic level. In one period, there may be a seventh, eighth, and ninth grade math or reading group. In Individuals and Societies, the Arts, Heath/P.E., Science, Project Design, and Spanish students are expected to achieve their highest learning potential while mentoring and supporting their partners. This collaboration amongst the students provides and develops a foundation for creating a strong community at Alturas. Students through this model feel safe and supported and have communication with many of their peers that in a traditional setting they would not otherwise achieve. This community also supports the three Project-Based Nights as students and teachers work collaboratively to develop deeper knowledge through active exploration of real-world challenges and problems.

International baccalaureate learner profiles.

As part of the International Baccalaureate curriculum, students are taught the ten IB Learner Profiles: Caring, Risk-Takers, Communicators, Principled, Thinkers, Knowledgeable, Reflective, Thinkers, Balanced, and Inquirers. Teachers conduct daily lessons that focus on one or more of the Profiles. Lessons include discussion, group presentations, videos, literature studies, etc. The goal is for every child to understand and internalize these principles and develop related skills that will go with them into adulthood. Living and being the IB Profiles are the foundation of their academic success

Curriculum.

Alturas uses curriculum that is based on best practices, with high expectations for student performance. Teachers consistently monitor student progress, and the quality of students' work. If expectations are not met, students will re-do work to bring it up to the school standard. Rubrics are incorporated so students have a concrete understanding of expectations. Students can move between instructional groups, as determined by the teacher and demonstrated by the student. Since students have the same teacher for two to three years, teachers can ensure that students are moving successfully to the next level.

All curriculum is aligned with Common Core standards and is based on best practices. Curriculum is carefully reviewed and studied before being adopted and is adapted to work within the framework of the school, i.e. within small group instruction at instructional levels. Alturas Academy uses the program Amplify Core Knowledge as the core reading program and Engage

New York as the core math program in grades K-5. The curriculum in the MYP math is Engage New York and Perspectives in ELA. Alturas is exploring Illuminations for the math curriculum as well, as its ratings are incredibly high. The ELA and math curriculum have received high ratings by EDReports.org.

The MYP science curriculum is Delta Education and provides powerful hands-on activities incorporating the scientific methods. Individual and Societies curriculum encourages students to respect and understand the world around them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, and cultural factors that have an impact on individuals, societies, and environments. The art curriculum incorporates a carefully structured program that supports students in developing new skills and ways to create as well as art appreciation. The health education provides students with the tools to acquire knowledge, skills, and attitudes necessary for life-long, health-enhancing behaviors. In the Design Class, the teacher has worked with the Idaho Division of Career and Technical Education to implement the program "Create Idaho." This program is partnered with Adobe and students work towards industrial certification in Photoshop, Illustrator, and other Adobe programs, opening up many career opportunities for them down the road. (See Exhibit 5c). Spanish is taught using a "Comprehensible Input +1" philosophy, the teachers uses vocabulary that students understand. This allows students to become "fluent" within certain contextual situations. It builds their skills in the four categories of language, Reading, Writing, Speaking, and Listening.

The curriculum at Alturas allows the teachers to frequently evaluate and change instruction to meet student's needs, provides opportunities for student engagement, strong assessments, and fosters analytical and critical thinking skills.

Overcoming Challenges
During the last two and a half years, Alturas has encountered two different challenges, the first was the amount of student body growth from year one to year three, and the second was changing some teachers' mindsets to accept the Charter and a different way of instructing students. With the increase of students, it was important to ensure the vision of the Charter was maintained. This required retraining students on how "education" is done, after months of staying true to the expectations and maintaining the boundaries that were set, students began to adopt "the way things are done" at Alturas. Recently, a survey was sent out to all students in grades three through eight, and the results show that students understand what the expectations are and are striving to meet them. (See Exhibit 6a and 6b: Student Inventory)

When Alturas first opened in 2016, the total enrollment was 281 students Kindergarten through sixth grade, this year in 2018, there are 466 students in Kindergarten through eighth grade. As enrollment increases staff does as well, and in order to maintain true to the Charter it was necessary to have a lot of staff development, observations, feedback and training to help the teachers adopt and accept the Charter's vision. The majority of our teachers had growth mindsets in this process and were instrumental in supporting efforts to establish a strong foundation to ensure our mission and vision. The administration team worked diligently to provide training to all teachers and gave them constant feedback on the successes they were experiencing as well as areas that can be strengthened. Alturas is committed to mentoring and believes it is a vital

component of professional development and they have an outstanding group of leaders that continues to grow each year to support this process.

Staff handbook.
This past summer, the administration team developed a very clear and detailed Staff Handbook. The Handbook has been used on a constant basis to answer questions and give clarification regarding any concerns that teachers may have, always relating the information back to the vision of the Charter. Although there have been challenges regarding staffing, the administration and teachers have adopted a growth mindset and are able see the vision of what the Charter can accomplish, to help all students reach their academic potential. According to a recent survey, an overwhelming majority of the staff, including paraprofessionals, make decisions based on the Charter's vision. (See Exhibit 7: Staff Handbook), (See Exhibit 8: Staff Inventory)

Teacher Accountability and Student Growth
The last key design element written into the Charter is "Teacher performance is measured by their ability to improve student academic growth, their growing expertise in diversification teaching, create student-driven classrooms, and how they work together to create innovative lesson plans." The administration team frequently conducts walk-throughs, observations, and interacts in students' collaboration to ensure the quality of education is meeting Alturas' expectations. The walk-throughs and observations are then compiled into a summative evaluation that is submitted to the State. Part of the overall summative evaluation comes from whether the students in the teacher's class are meeting the goals set forth by the administration team in growing their students academically.

Danielson framework for teaching.
Teachers are evaluated using the Danielson Framework. The Framework provides the foundation for both teacher self-evaluation and evaluation by administrators. Evaluations are focused on the four domains as defined by Danielson: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework is also used as the foundation of the school's mentoring and coaching program, so that expectations and goals are uniform across grades and subjects.
(See Exhibit 9, Teacher Evaluation Policy.)

Student Behavior
In order for students to focus on their academics, they first need to feel safe in their classroom environment. Alturas' faculty and staff accomplish this by establishing clear boundaries and expectations for student and staff behavior. The administration team works collaboratively with students and teachers alike to help limit any behavior that might negatively impact the learning environment. Part of the way this is accomplished is through teaching the IB Learner Profiles on a daily and consistent basis, the IB Learner Profiles are character attributes that all IB learners strive to meet. The expectation and verbiage are uniform throughout the school, which enables the students to feel safe, because they understand what is expected of them. (See Exhibit 10, IB Learner Profiles)

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Technology

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. Teachers and the administration team alike have worked hard on developing a culture that allows students to use technology, while learning the skills of collaboration and discussion. Every classroom at Alturas Academy is equipped with a Chromebook charging station and every student has access to an individual Chromebook. Students interact daily with technology for skills review, research, writing, and collaboration. The school has also provided each teacher with a personal laptop and accessories to utilize a classroom Brightlink projector, with Bluetooth compatible speaker systems. (See Exhibit 11a-d, Pictures of students using technology and collaborating)

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Is the School Organizationally Sound and Compliant with Applicable Laws and Regulations?

Annual Performance Report Review

The administration and board at Alturas International Academy, strive to meet the expectations regarding State laws and regulations. On the Annual Performance Report Draft for 2018, Alturas received a "Partially Meets Standard" in the Governance and Reporting category in Measure 3d "Public Transparency." Alturas received "Partially Meets Standard" because "as of 11/6/17, the school's Continuous Improvement Plan and Annual Performance Report were not posted on the school's website as required." Since receiving the report, both have been uploaded to the school's website, and the discrepancies have been remedied.
(https://www.alturasacademy.org/documents, scroll down to the bottom of the page)

The State Department of Education requires all public schools to submit ISEE (Idaho System for Educational Excellence) reports, these reports include many different aspects of the day to day operations and the ins and outs of the school The State then uses the ISEE reports to fund the school. The administrative staff at Alturas has successfully meet and uploaded all reports in a timely fashion.

Demographics of Idaho Falls

Alturas International Academy is a charter school located in Idaho Falls, Idaho, a city of approximately 60,000 people. Idaho Falls' population includes professionals employed by the Idaho National Laboratory (U.S. Dept. of Energy), farmers and ranchers, as well as technical and business professionals. The community is diverse in its socioeconomic makeup, with an average per capita annual income of $67,000. Alturas is one of five charter schools in the Idaho Falls area. The greater Idaho Falls area is served by two public school districts, with a total population of approximately 25,000 students.

When the founding board and Executive Director were looking for a location for the school, they wanted a location that was in a lower socioeconomic area of Idaho Falls. They were able to locate an old school that had been renovated into office space, and with the support of nonprofits like BLUUM and Building Hope, Alturas was able move into an interiorly renovated school with a beautiful exterior located in the heart of downtown Idaho Falls. The student demographics at Alturas are comparable to those in the surrounding area and the state, with some ethnicity groups being lower. See Table 1.

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Demographic	School	State	Surrounding
Non-White	12%	25%	28%
Limited English Proficiency	1%	6%	7%
Special Needs	10%	10%	11%
Free and Reduced Lunch (Low Socioeconomic Status)	27%	47%	46%

Table 1 - Data from Annual Performance Report Draft 2018

As many charters do, Alturas has a lottery application that randomly selects students to fill any vacant or growth seats that are available for the following academic school year. Due to the fact Alturas is considerably young in comparison to the other schools in the area, the demographic that is aware of and desires admission might be different from the general demographic makeup of the State. However, as each year passes, the number of waitlist and lottery applications grow. With that in mind, as can be seen in the table, the Special Needs population is the same as the State and slightly lower than the surrounding schools. The other demographics, however, are lower or slightly lower than the State and surrounding schools. The non-white population at Alturas is nearly half compared to the State and even lower compared to the surrounding schools. Although the non-white, LEP, and low SES populations are lower comparatively, it is believed that due to the nature of a charter school, some populations might not apply for the lottery.

Alturas is currently in the process of finalizing the application to offer the Free and Reduced Lunch program to its students. So, in place of the Free and Reduced Lunch numbers, another data point will be used. The data point used is based off of an Income Determination Form all families are required to fill out annually. Using the information from the Income Determination Form, the percentage of students that would qualify for the Free and Reduced Lunch Program is around 20% lower than the State and surrounding schools. The difference could be caused by a few different reasons, the main one being there are more financially stable families who are unsatisfied with the traditional education system and want to enroll their student(s) in Alturas.

For the 2018-19 school year, Alturas has a current enrollment of 466 students, an increase of 185 students and two grade levels from the inaugural year. Many families in the Idaho Falls and surrounding areas want to enroll their students at Alturas due to the passion the staff has for education, as well as the educational model used. As of December 13, 2018, there were 470 students on the waitlist for the 2018-19 school year. (See Exhibit 12: Waitlist)

Since students are taught on their academic level, and not on their grade level, there is a wide range of different abilities. Because Alturas educates children at their instructional level and grows them from their current academic level, parents often seek out Alturas because their child has either struggled in the traditional education setting and needs additional support, or because their child is bored and above grade level and currently not being challenged. Alturas also has a

strong school culture and community where students feel safe and engaged in their learning. This is another reason why so many students and families desire to enroll.

Organizational Capacity

The organizational capacity thrives on patterning and consistency among classrooms. All classrooms have the same procedures in math and reading throughout the school. Students follow religiously the same instructional procedures every day. Students need little guidance in the procedures and are student-driven in throughout the learning process. From classroom to classroom the continuity and consistency throughout the school is evident. The homework requirement is the same but is at the student's instructional level, allowing every family to know and understand the expectations. Reading and math are taught for ninety minutes a day and Project-Based Learning is taught for seventy-five minutes. These expectations are well understood by all and are non-negotiable. The Middle Years Program and the Primary Years Program have classroom essential agreements based on the school-wide essential agreements allowing for students to feel safe, knowing what is expected of them. Alturas' teachers have developed a strong community where they support each other in school-wide expectations and believe every student, no matter what classroom they are in, is their student as well. The systems in place allow the organizational capacity to be at optimum levels. (See Exhibit 13: Picture of Procedure Posters)

Staff.

Alturas International Academy serves 466 students and has 44 employees. The staff breakdown is as follows:

- 2 Kindergarten Teachers (1 Full-time, 1 part-time Kindergarten and part-time Music)
- 6 1st-3rd Grade Teachers
- 4 4th-5th Grade Teachers
- 6 Middle School Teachers
- 2 teachers (Art and PE) that split time between Middle School and Elementary
- 1 Elementary Spanish Teacher
- 1 Special Education Teacher
- 1 Office Manager
- 1 Food Services Manager/Secretary
- 1 School Counselor
- 1 Principal
- 1 Executive Director
- 4 Full-time Paraprofessionals
- 13 Part-time Paraprofessionals

Four-day school week.

One challenge often talked about throughout education is the lack of time for preparation, planning, goal setting, collaboration and professional development for the staff. At the Academy, students attend school four days a week, which provides an opportunity for professional growth for the teachers on Fridays. On Fridays, there is ample time to have a staff meeting, collaborate among PLCs, align curriculum, problem solve student concerns, hold parent meetings, etc. The Leadership team attends PLC meetings and gives guidance and answers questions, they also set time aside to visit with teachers one on one and give feedback on growth and areas that need to

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be strengthened. The four-day schedule has resulted in highly-engaged students, as well as increased productivity and on-task behaviors. Teachers benefit from having Fridays designed to collaborate between grade-level teams, and as a staff. These are some of the ways the Administration team helps all Staff members understand and carry out the vision of the Academy. (See Exhibit 14: First week Agenda).

School Leadership

The Academy's administration team consists of the Executive Director, Michelle Ball and Principal, Brian Bingham. Michelle Ball was a multiage classroom teacher for over 24 years, and the Charter's philosophy is based on the educational model that was developed and taught in her classroom after years of researching and implementing best practices. Brian Bingham was a high school Spanish teacher for 4 years before he completed his graduate studies and was hired as an administrator at Alturas. Mrs. Ball and Mr. Bingham share an educational philosophy and work collaboratively as a team to accomplish the tasks required of them.

Both Mrs. Ball and Mr. Bingham believe it is imperative to spend time in the classroom, not only to develop relationships with students, but also to support teachers in their instruction. Mrs. Ball and Mr. Bingham provide many opportunities for professional development and for teachers to improve their craft. Often times teachers receive feedback on the spot during their class on things they are doing well, and in areas that need to be strengthened. As the administration team spends time in the classroom, they are strengthening the educational model set forth in the Charter.

The leadership team maintains an "open door" policy with parents and other stakeholders to discuss concerns and ideas for improvement, students will also bring ideas to collaborate with Mrs. Ball and Mr. Bingham. It is the philosophy of the administration to enable students to become leaders and life-long learners, and they believe that as they are faithful in carrying out the vision and mission of the Charter, that goal is being accomplished.

School Safety

Alturas International Academy moved into the Historic O.E. Bell Building in Downtown Idaho Falls at the beginning of the 2017-18 school year. With the move and new building, the administration team worked with the Department of Building Safety to develop safety procedures and evacuation routes based on best practices. Students and staff practice Fire Evacuation Drills on a monthly basis as well as frequent Shelter in Place and Lockdown Drills. During the Lockdown Drills, the local police agency participates and provides feedback to further ensure the school is following protocol and keeping Idaho students safe. (See Exhibit 15, Evacuation Routes and Procedures).

Social and emotional safety.

In order to ensure that student's social and emotional safety remains a high priority at Alturas International Academy, a licensed mental health professional, is employed on campus full-time as a school counselor. The counselor provides trainings to school staff each semester with the purpose of becoming a trauma informed school. This ensures the teachers remain mindful of warning signs, learn appropriate ways to deescalate and engage students, and ensures they are aware of protocol and procedures.

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The counselor is available to provide tier 1, tier 2, and tier 3 interventions with students as necessary.

- Tier 1 interventions are provided school wide and are proactive and preventative and aim to create a positive and engaging school environment. These interventions are provided through the implementation of peer-based committees and classroom lessons which focus on the skills needed to become a well-balanced individual. Some topics covered include: character traits, mindfulness, growth mindset, bullying prevention, suicide prevention, mental health, anger management skills, study skills, and interest surveys.
- Tier 2 interventions are provided to selected students through small groups, classroom and academic support, targeted discussions, and parent engagement.
- Tier 3 interventions are provided to targeted students and become more intense and focused, consisting of crisis response, individual counseling, referral to community resources, and increased parent collaboration.

Suicide prevention.
The school counselor serves as the suicide prevention coordinator and is the point of contact with students in crisis. The counselor educates all staff, parents, and students on the school's suicide prevention protocol, and discusses how to recognize and respond to warning signs of suicide and provides access to local and national resources.
Upon referral the school counselor or administrator:

1. Assesses the student to determine the level of risk and notifies the student's parents or guardian and will assist the family with urgent referral if necessary.
   a. When appropriate, this may include calling emergency services or bringing the student to the local emergency department, but in most cases, this involves setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
2. The counselor or administration asks 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 Administrator or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss reentry 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.
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.

(See Exhibit 16: Suicide Prevention Flowchart)

Stakeholders

Board of directors.

A diverse group of stakeholders are actively involved in the mission and operation of Alturas. The Board of Directors meets with administration monthly to ensure that procedures are being followed and updated as needed, and that the mission of the school is being upheld at every level. The Board of Directors establishes and ensures adherence to policies and codes of ethics during monthly meetings with administration, and regular interim contact with administration. The Board of Directors and Administration team at Alturas want to ensure the satisfaction of the Stakeholders and Parents, so they maintain an open-door policy and encourage attendance to the monthly Board meetings as to facilitate communication and feedback.

The Board of Directors also maintains an annual subscription to BoardOnTrack. BoardOnTrack is a resource that provides expertise, training, and a powerful framework for charter school governance. The Board of Directors at Alturas has established the following committees: Finance, Governance, Academic Excellence, CEO support and evaluation, Development, and Facilities and Transportation

BLUUM.

The school is also supported by Bluum, a non-profit organization funded by the J. A. and Kathryn Albertson Foundation. Alturas submits academic, financial, and demographic reports to Bluum, which in turn shares that information with the Idaho Charter School Network, whose mission is to promote school innovation across the state. Alturas is one of only eight charter schools that currently meet Bluum's rigorous criteria for support.

Parents.

Parents are actively involved through the Parent Teacher Organization (PTO), which plans school activities, fundraisers, and other community events. Many parents also volunteer regularly in classrooms, supporting groups of students in all academic areas. The PTO goes above and beyond to ensure the Academy has a strong community. They have provided field trips to the Artitorium, (an interactive art experience), they have organized and supported different parties for Halloween and Christmas, a school carnival, a Grit-League field trip focused on physical activity, motivational activities to BE IB (live the International Baccalaureate Learner Profiles), and they also have conducted library book fairs and donated supplies. They have also provided teachers with appreciation gifts and luncheons and are currently organizing a Fun Run 5K race.

Multiple opportunities are built into the schedule to allow conferences with parents either formally or informally. At any point when 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 and any additional meetings will be held when appropriate. When students are struggling academically the administration, teacher and parents meet, during that meeting parents are highly encouraged to provide an appropriate learning environment at home for study and academic reinforcement. Curriculum is often given to the parents to take home and study with their student(s). This partnership with the school administration, teacher and parents/guardians creates an environment where students are able to receive the support and instruction, they need in order to become successful in their learning.

The Department of Education recently passed a requirement that all schools will send surveys to parents and stakeholders to receive feedback and insight. The window for this survey will not open until March 2019, and in order to not over survey the parents and stakeholders, Alturas will not have any current Parent Satisfaction surveys until the window opens in March. Instead of providing survey responses as data to demonstrate parent satisfaction, the waitlist count as of December 13, 2018 will be used. As of the aforementioned date, there were 470 students on the waitlist, hoping to get into the school. In comparison, the number of withdrawals from the school up until December 13, 2018 were less than 10 students, with the overwhelming majority of students withdrawing because parents had to move.

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 organizers of the Academy value this educational framework and recognize its effectiveness, as evidenced by the success of their own children.

Is the School a Fiscally Sound, Viable Organization?

The financial status of Alturas Academy is strong, as reflected by obtaining the Accountability Designation of "Honor" on the 2018 Annual Performance Report Scoreboard. Alturas achieved this status by scoring 88% and 98%, respectively, for both Financial and Operational outcomes per the PCSC Chart below.

OPERATIONAL	Measure	Points Possible	Points Earned		FINANCIAL	Measure	Points Possible	Points Earned
Educational Program	1a	25	25		Near-Term	1a	50	50
	1b	25	25			1b	50	50
	1c	25	25			1c	50	50
	1d	25	25			1d	50	50
Financial Management & Oversight	2a	25	25		Sustainability	2a	50	50
	2b	25	25			2b	50	50
	2c	25	25			2c	50	50
Governance & Reporting	3a	25	25			2d	50	0
	3b	25	25		Total Financial Points		400	350
	3c	25	25		% of Financial Points			88%
	3d	25	15					
	3e	25	25					
	3f	25	25					
School Environment	4a	25	25		The financial measures above are based on industry standards. They are not intended to reflect nuances of the school's financial status. Please see the financial section of this framework for relevant contextual information that may alleviate concern.			
	4b	25	25					
Additional Obligations	5a	25	25					
Total Operational Points		400	390					
% of Operational Points			98%					

ACCOUNTABILITY DESIGNATION	Range (% of Points Possible)	Academic Gen Ed Outcome	Academic Alt Outcome	Range	Mission Specific Outcome	Range	Operational Outcome	Range	Financial Outcome
Honor	75% - 100%			75% - 100%		90% - 100%		85% - 100%	
Good Standing	55% - 74%	61%	0%	55% - 74%	NA	80% - 89%	98%	65% - 84%	88%
Remediation	31% - 54%			31% - 54%		61% - 79%		46% - 64%	
Critical	0% - 30%			0% - 30%		0% - 60%		0% - 45%	
School outcomes will be evaluated in light of contextual information, including student demographics, school mission, and state/federal requirements.									

Additionally, there were no audit findings and no internal control findings identified in the 2017 and the 2018 Independent Audit reports. The school has not experienced any under-enrollment issues. Strong wait lists are evidence the school's capacity to continue to secure its projected enrollment, which supports the school's projected revenues.

The lack of points earned for measure 2d-Debt Service Coverage Ratio within the Financial section of the scorecard under Indicator 2: Sustainability, is a result of how the ratio is designed. Schools, like Alturas Academy, who are obligated by lease payments for their facilities (rather than debt payments) cannot obtain a ratio of 1.1 or greater without very high net income. The issue is that the lease payment expense is not included in the numerator of the calculation, as would be typically expected in a lease service coverage ratio. The current calculation makes it almost impossible for schools with facility lease payment expenses to be rated anything but "critical" for this measure.

If Renewed, What Is the School's Plan for its Next Performance Certificate?

The first three years at Alturas International Academy have been highly successful, from student academic growth, staff development, enrollment increases, to moving into a recently renovated historic building in downtown Idaho Falls. Alturas is fulfilling its Charter mission.

Over the next five-year term, The Academy will become a fully accredited K-8 International Baccalaureate School, with the anticipated Primary Years Program (PYP) Accreditation potentially coming as soon as March 2019. 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. 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.

The Academy will continue to 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. The teachers and leadership team will collaborate and write curriculum to ensure optimum growth at instructional levels.

Working as collaborative teaching teams is essential to the structure of the Academy and will continue being so during the next term. 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 continue to strengthen the Professional Learning Community (PLC) process with all instructional staff members. Instructional staff will continue to meet at least one day a week to collaborate about student learning. The analysis of Star Math, Star Reading and NWEA Map Growth 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 continue to be necessary, so each student can continually work to reach their academic growth potential.

The administration team and Board of Directors during the first term have focused on laying a strong foundation, establishing the Charter promise and vision. Over the next five years as new employees are hired, and as the student population continues to grow, some of the same challenges will continue to resurface. However, as the administration team continues to focus on the Charter, those same challenges will be overcome.

One aspect that the Alturas leadership team will focus on during the next five-year term will be solidifying and strengthening the foundation that has already been laid. The next term will continue to present challenges, some unexpected, others not, but as the administration proactively works towards solving them, the Charter mission will move forward.

Potential High School

During the past year, there have been many families encouraging the Board of Directors and Administration team to extend grade levels offered at Alturas through high school. These discussions have led to action, the Board of Directors currently has a high school committee whose sole purpose is to work on developing a strategic plan and determining what an Alturas

High School would look like. There are many variables that still need to be answered as progress is being made with the planning of an International Baccalaureate High School in Idaho Falls. However, with that said, there is no definitive timeline for an anticipated opening of a high school until the amendment has been finalized and submitted to the Public Charter School Commission for approval.

Benefiting Other Schools and Charters

The Academy's philosophy is a unique one and causes many inquiries on how it is being so successful. As the reputation of Alturas grows, so does the curiosity surrounding it. The Board of Directors and Administration team set out to change education, to cause a revolution and little by little their mission is influencing schools throughout Idaho.

Over the past three years there have been multiple charters, schools and other districts that have come and observed the classrooms and instruction that occur within the walls of the schools. Educators have traveled from Nampa, Burley, Garden City, Pocatello, Idaho Falls, Snake River, and Swan Valley to come and see the uniqueness of Alturas' model. With each visit the administration team has shared the vision and mission as they walked through the building, exploring classrooms and visiting with teachers. After the tour, the administration then sits down and answers any questions they have, expounding on how it is they are able to accomplish such a change, and how they are able to sustain it. Mr. Bingham and Mrs. Ball enjoy sharing their knowledge and supporting those who wish to be innovative and progressive in furthering the educational quality in the state of Idaho.

Conclusion

The past two and half years have been rewarding and challenging and will continue to be so as Alturas strives to never stop learning and growing in the efforts to support students in their ever-changing educational needs. Some of the challenges were different than expected and required a strong commitment to stay true to the charter's mission and vision. Nothing that is worth doing comes easy, and the staff and administration at Alturas are reminded of that on a constant basis. In all of the decisions, the staff at Alturas analyze what is best for the students' achievement and successes. Alturas is committed to empowering students to be successful, overcome challenges, and become lifelong learners. As Alturas continues to work as a community, supporting one another, they are able to accomplish the tasks they set out to undertake. The next several years will not be easy either, but as the focus stays on the reason "Why" the charter was written, all obstacles will be overcome.

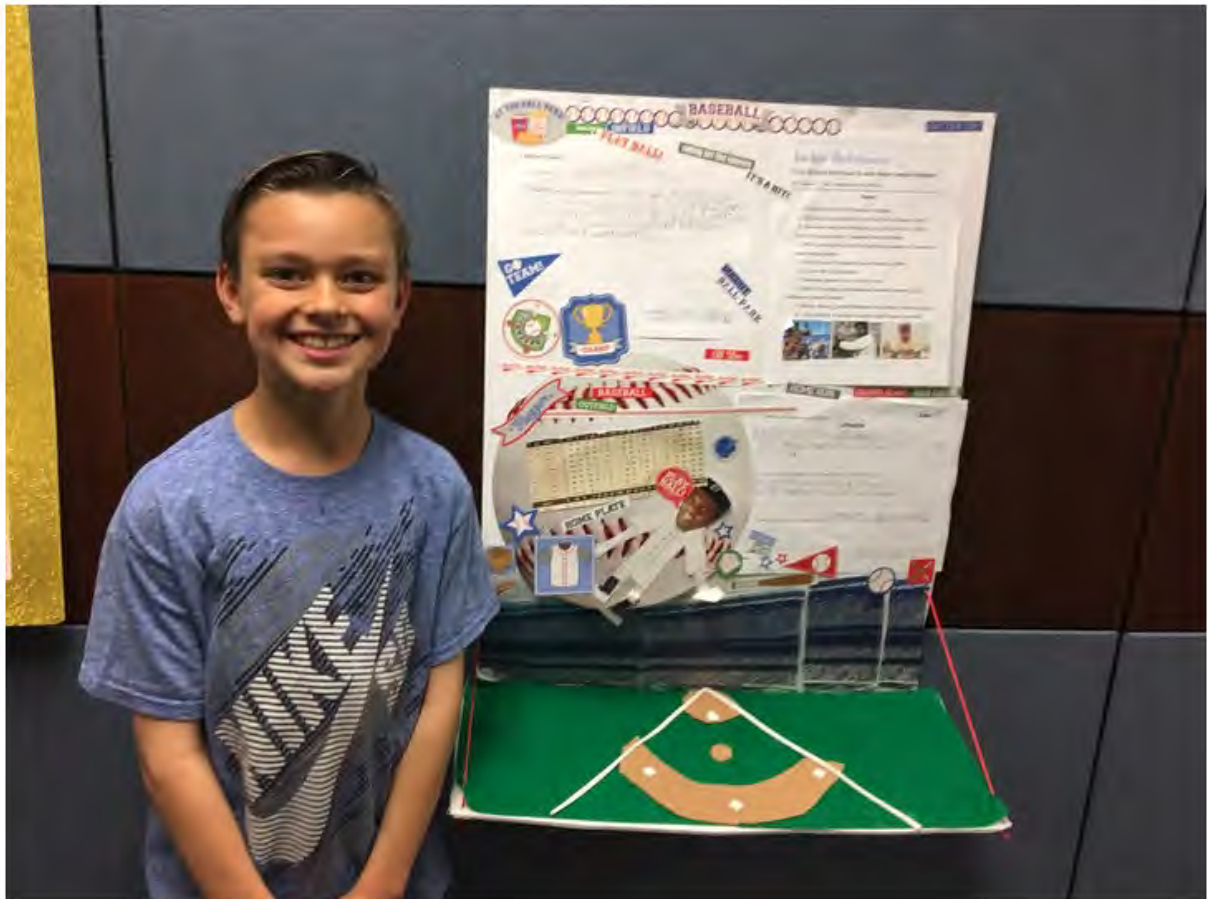AIA Charter School Renewal   Exhibit K

AIA Charter School Renewal

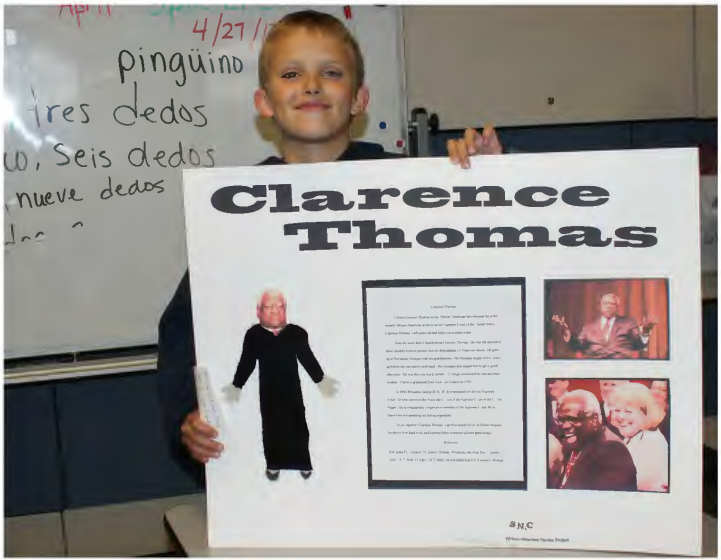AIA Charter School Renewal   Exhibit K

AIA Charter School Renewal   Exhibit K

AIA Charter School Renewal   Exhibit K

Student Growth Summary Report

Aggregate by School

Term:	Spring 2016-2017
District:	Alturas International Academy (1385)

Norms Reference Data:	2015 Norms
Growth Comparison Period:	Fall 2016 - Spring 2017
Weeks of Instruction:	Start - 5 (Fall 2016)
	End - 29 (Spring 2017)
Grouping:	None
Small Group Display:	No

Alturas International Academy (1385)

Mathematics

		Comparison Periods								Growth Evaluated Against						
		Fall 2016			Spring 2017			Growth		School Norms			Student Norms			
Grade (Spring 2017)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	44	137.6	12.5	32	149.9	14.1	12	12.3	1.7	17.0	-1.93	3	44	17	39	21
1	34	163.8	8.7	54	183.8	10.1	77	20.0	1.3	16.0	1.57	94	34	24	71	80
2	39	179.2	12.5	61	191.1	14.9	52	11.9	1.4	13.2	-0.58	28	39	19	49	44
3	39	191.7	13.5	55	204.1	15.9	62	12.4	1.8	11.3	0.61	73	39	22	56	53
4	34	205.8	9.4	71	216.8	11.8	74	11.0	1.2	10.2	0.41	66	34	21	62	61
5	32	214.3	15.2	64	224.4	15.4	69	10.1	1.1	8.8	0.60	73	32	18	56	54
6	29	219.6	12.2	59	226.6	15.1	60	7.0	1.6	6.7	0.14	56	29	13	45	39

Mathematics — bar chart of RIT Growth by Grade (K–6) showing Observed Growth and School Norms Projected Growth.

Explanatory Notes

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

AIA Charter School Renewal   Exhibit K

Student Growth Summary Report

Aggregate by School

Term:	Spring 2016-2017
District:	Alturas International Academy (1385)

Norms Reference Data:	2015 Norms
Growth Comparison Period:	Fall 2016 - Spring 2017
Weeks of Instruction:	Start - 5 (Fall 2016)
	End - 29 (Spring 2017)
Grouping:	None
Small Group Display:	No

Alturas International Academy (1385)

Reading

		Comparison Periods								Growth Evaluated Against					
		Fall 2016			Spring 2017			Growth		School Norms			Student Norms		
Grade (Spring 2017)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	43	139.6	13.7	36	150.4	14.5	15	10.8	1.5	15.0	-1.69	5	43	16	37	28
1	34	159.9	11.5	39	179.1	10.8	67	19.2	1.4	14.7	1.91	97	34	23	68	75
2	37	178.4	19.0	68	190.6	14.9	66	12.2	1.6	12.3	-0.05	48	37	17	46	41
3	38	190.4	19.6	59	202.3	14.9	74	11.9	1.8	9.1	1.59	94	38	25	66	66
4	31	203.8	12.4	79	210.8	11.7	79	7.0	1.2	6.8	0.17	57	31	18	58	57
5	31	210.1	15.2	74	216.9	14.5	81	6.9	1.6	5.3	0.99	84	31	19	61	57
6	26	217.9	12.0	86	220.7	11.3	79	2.8	1.6	4.1	-0.78	22	26	14	54	51

Reading

Explanatory Notes
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

nwea

AIA Charter School Renewal

Exhibit K

Student Growth Summary Report

MAP GROWTH

Aggregate by School

Term:	Spring 2017-2018
District:	Alturas International Academy (1385)

Norms Reference Data:	2015 Norms
Growth Comparison Period:	Fall 2017 - Spring 2018
Weeks of Instruction:	Start - 8 (Fall 2017)
	End - 33 (Spring 2018)
Grouping:	None
Small Group Display:	No

Alturas International Academy (1385)

Mathematics

		Comparison Periods								Growth Evaluated Against					
		Fall 2017			Spring 2018			Growth		School Norms			Student Norms		
Grade (Spring 2018)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
1	42	163.7	12.8	38	186.5	13.5	79	22.8	1.1	15.8	2.62	99	42	35	83	81
2	44	183.1	11.4	73	194.3	11.3	61	11.2	1.1	13.1	-0.80	21	44	20	45	42
3	47	194.2	12.0	62	204.1	12.1	52	9.9	0.8	11.4	-0.79	21	47	18	38	41
4	53	205.7	13.3	63	219.0	15.0	77	13.3	0.9	10.4	1.50	93	53	41	77	68
5	51	218.5	15.1	78	232.7	18.5	91	14.2	1.1	9.4	2.11	98	51	39	76	75
6	46	222.8	13.9	71	230.2	14.3	72	7.3	0.7	7.2	0.12	55	46	29	63	54
7	45	221.7	17.7	41	230.7	16.9	59	9.0	1.0	5.1	2.09	98	45	32	71	73
8	13	227.9	18.5	54	234.9	17.5	65	7.0	1.2	4.1	1.57	94	13	11	85	67

Mathematics — RIT Growth by Grade. Legend: Observed Growth; School Norms Projected Growth.

Explanatory Notes
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

nwea

AIA Charter School Renewal   Exhibit K

Student Growth Summary Report

Aggregate by School

Term: Spring 2017-2018
District: Alturas International Academy (1385)

Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2017 - Spring 2018
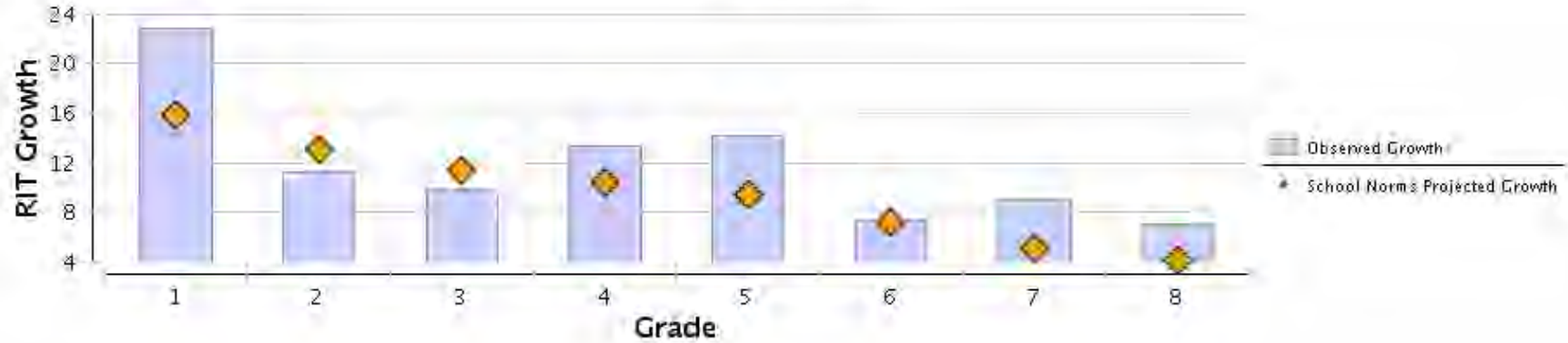**Weeks of Instruction:**
Start - 8 (Fall 2017)
End - 33 (Spring 2018)
Grouping: None
Small Group Display: No

Alturas International Academy (1385)

Reading

| | | Comparison Periods | | | | | | Growth | | Growth Evaluated Against | | | | | | |
| | | Fall 2017 | | | Spring 2018 | | | | | School Norms | | | Student Norms | | | |
Grade (Spring 2018)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
1	42	163.6	15.4	49	183.0	15.2	77	19.4	1.4	14.2	2.11	98	42	34	81	79
2	44	182.8	16.6	80	194.3	15.1	78	11.5	1.3	11.5	-0.01	49	44	24	55	54
3	47	196.3	14.0	81	205.1	12.2	83	8.8	0.8	8.1	0.40	66	47	29	62	59
4	53	205.0	14.0	79	211.5	13.4	80	6.5	1.1	6.2	0.22	59	53	33	62	62
5	51	215.0	13.6	90	220.5	12.0	91	5.5	1.0	4.9	0.40	66	51	31	61	57
6	46	219.3	14.6	88	223.1	13.7	87	3.7	1.0	3.9	-0.03	49	46	25	54	53
7	45	221.4	14.6	83	223.7	16.7	79	2.3	1.1	3.0	-0.45	33	45	23	51	52
8	13	224.6	12.6	82	229.6	11.4	90	5.0	1.7	2.2	1.40	92	13	10	77	62

Reading
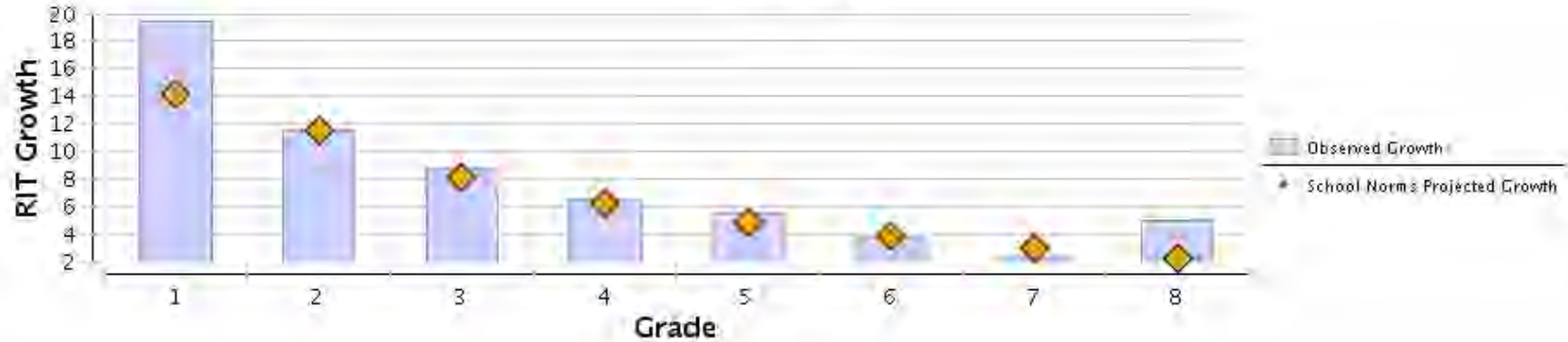
Explanatory Notes
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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AIA Charter School Renewal

Exhibit K

Overall Performance on the ISAT Summative test, by Subject, Grade: ALTURAS INTERNATIONAL ACADEMY, 2016-2017

ELA/Literacy

Grade	Number of Students Tested	Percent Proficient
Grade 3	42	52%
Grade 4	36	53%
Grade 5	34	59%
Grade 6	37	59%

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	41	51%
Grade 4	35	51%
Grade 5	35	37%
Grade 6	36	36%

Overall Performance on the ISAT Summative test, by Subject, Grade: ALTURAS INTERNATIONAL ACADEMY, 2017-2018

ELA/Literacy

Grade	Number of Students Tested	Percent Proficient
Grade 3	50	50%
Grade 4	54	48%
Grade 5	53	62%
Grade 6	48	65%
Grade 7	49	63%
Grade 8	14	50%

Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	50	48%
Grade 4	54	44%
Grade 5	53	51%
Grade 6	48	56%
Grade 7	49	47%
Grade 8	14	29%

Civil War

1. What is our purpose?	Class/grade: 1st-3rd Age group: 7-9

1. What is our purpose?

To inquire into the following:

- **Transdisciplinary theme:**
  Sharing the planet

- **Central Idea :**
  Why the civil war is important.

summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

The kids will write paragraphs on what side would they fight for and why?

Recommended they write persuasive paragraphs – A paragraph a grade.

Class/grade: 1st-3rd   Age group: 7-9

School: Alturas International Academy   School code: 52523

Title: The Civil War

Teacher(s): Summers, Crose, Russell, Walton, Papaioanmou, Rigby

Date: 2017-2018 School Year

Proposed duration: number of hours over number of weeks

2. What do we want to learn? (Focus in bold)

FORM	FUNCTION	**CAUSATION**	CHANGE
CONNECTION	**PERSECTIVE**	RESPONSIBILITY	**REFLECTION**

What lines of inquiry will define the scope of the inquiry into the central idea?

Why America had a civil war. (Causation)

Understanding both sides. (Perspective)

What can we learn from the civil war. (Reflection)

What teacher questions/provocations will drive these inquiries?

How did the south feel about slavery?

How did the North feel about slavery?

How do you know the North felt that way?

Would you have wanted to live in the North or south during the civil war?

3. How might we know what we have learned?	4. How best might we learn?
This column should be used in conjunction with "How best might we learn?"	**What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**
What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?	
	<u>Introduce the unit</u>
	sharing the planet, central idea, and inquiry statements. Have kids write on a sticky note any questions they have.
We will assess what the kids know by the questions they ask on the sticky note activity.	
	<u>Read Aloud</u>
	Second grade Domain 9 U.S. Civil War.
Assessment on the basics of the civil war is by the worksheets the kids fill out during the listening activity.	Magic Tree House – Introduction into the civil war read before the listening activity.
	<u>Listening Activity</u>
Portfolio – With the nation divided, Notes on a soldiers life venn diagram. Personal perspective journal entries and final paper.	Web quest – it is a listening activity where they watch videos and go to ducskters. Fill in worksheets. – Use this as an introduction to what the civil war is. This is to be done during the first 5 days. Do a task a day.
	http://zunal.com/newpage.php?w=269390&n=16445
	Ducksters.com
What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?	<u>Discussion/Research</u>
The students understand that	Talk about the North one day. They then go and research that side and take notes.
	Talk about the South one day. They then go and research that side and take notes.
	Research done on Ducksters.com, mrnussbaum.com/civil-war-for-kids/
	<u>Writing</u>
	After discussions they pick a side and write which side they would choose.

	What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?
	Research, Thinking, Communicating
	Reflective, Open-Minded, Inquirers

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Worksheets, Domain 9 of 2nd grade. Magic tree house book the civil war on Sunday.

How will the classroom environment, local environment, and/or the community to used to facilitate the inquiry?

Parents: One dad brought in a sword from the civil war, Watched videos: reenactment of the civil war and the Harriet torment. We had veterans come in on veterans day.

6. To what extent did we achieve our purpose?	7. To what extent did we include the elements of the PYP?
Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included. Informal assessment discussion with the class all through out Formal: They kept a journal and created a civil war lap book as their final project. They wrote a paper on what side they would choose to be on and why. **How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.** Over all pretty good Have the students write a who, what, when where and why paper along with the assessment. **What was the evidence that connections were made between the central idea and the transdisciplinary theme?** Veterans day the kids made connections why wars happen and recent wars.	What were the learning experiences that enabled students to: ● **develop an understanding of the concepts identified in "What do we want to learn?"** Through discussion the filp book and web quest activity ● **demonstrate the learning and application of particular transdisciplinary skills?** Research – Web quest, 5 days using multiple websites Thinking - Whole group read alouds with discussions. They had to write about what they saw and thought about the civil war in their journals. Communicating – They did pair shares and whole group discussions and writing on their thought and ideas and what their opinion was on what side they would fight for and why. ● **develop particular attributes of the learner profile and/or attitudes?** **In each case, explain your selection.** Reflective – They talked about the war and why they had a war and why they have wars today. Open-Minded – They had to choose a side and understand both sides before picking a side and writing about it. Inquirers – They asked lots of question the more they researched the more they got deeper and deeper their questions became.

8. What student-initiated inquiries arose from the learning?	9. Teacher notes
Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.	Love the lap book, the journals and the web quest. Liked the packet. This unit was well rounded with many different approaches

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

What did they use to fight with

Did Generals fight

How many people were in the war

Were there any rules in the war

Why did they fight

When was the last American war

How old were the soldiers

How many people where in slavery

How did they fight

How many battles were there

Did children have to fight

At this point teachers should go back to box 2 "What do we want to learn" and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Brought books from home and wanted them read to the class. Some persued further information and wanted to read books on their own. The kids started asking their parents about their ancestors.

9. Teacher notes

Love the lap book, the journals and the web quest. Liked the packet. This unit was well rounded with many different approaches

Would have the student go back and highlight information in the 2nd packet on the civil war. Just like in our reading comprehension. It would help for the kids to show their parents easily.

Would like a different final paper Examples: Choose a person to research

Teacher(s)	Reece Drkula		Subject group and discipline	MYP Individuals & Socities 6-8	
Unit title	Where we live		MYP year	1	Unit duration (hrs)	32

Inquiry: Establishing the purpose of the unit

Key concept (What we are learning)	Related concept(s) (What we are learning)	Global context (Purpose of their learning).
Change	**Disparity & Equity / Causality**	**Fairness & Devlopment**

Statement of inquiry
Settlements develop and change due to a variety of processes and new ideals; these processes and ideals affect the identies of society and where people live. **Peace, conflict, and new ideals** have caused numerous **changes** in the **identies of society**, such as opportunities, freedoms, and inequalities.

Inquiry questions

Factual— What makes a good location for settlement?
          What is the second great awakening?
          What are the different art forms in the 19th, 20th, 21st century?
          What were the causes and consequences of WWI, WWII, & Cold War.
 	
Conceptual— Describe why people migrate.

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Describe Irish & Cuban Migration during the 19th and 20th century.

Describe the fight against slavery in the 19th & 20th centuries.

Describe how rock n roll changed America.

Describe what happened during WWI, WWII, & Cold War.

Debatable— Can art influence politics and society?

Can music influence politics and society?

Can we contribute modern medicine to the "Quackery" of 19th century?

Can war be good?

Objectives	Summative assessment	
# Criterion C: Communicating i. Communicate ideas and information with clarity. # Criterion B: Investigating iii. Collect and record relevant information consistent with research questions.	Outline of summative assessment task(s) including assessment criteria: GRASPS **Goal:** Students will be able to describe and explain historical events in the 19th & 20th Centuries. Show examples of how peace, conflict, and ideals cause changes. **Role:** Students role is to teach others in class about historical events that occurred during during the 19, 20, 21 centuries. Students are to finish learning guided notes in class. **Audience**: Peers, Teacher, Alturas Community, artists of original works. **Situation:**	Relationship between summative assessment task(s) and statement of inquiry: **Peace, conflict, and new ideals** have caused numerous **changes** in the **identies of society**, such as opportunities, freedoms, and inequalities. Students will show and explain examples of peace, conflict, and ideals through their photoshop artwork. They will describe how their original piece shows opportunity, freedom, or inequality. Through the writing prompts, students will explain historical examples of peace, conflict, and ideals. Also, the change they may have caused in society during those time periods (19, 20, 21st centuries).

Product: Students will produce one writing prompt per century. The essay will be a 1-2-page report explaining important historical events that shaped that century. Students must use 3 pieces of evidence learned in class to support theories and thoughts.

In addition, students will also produce 1 photoshopped piece of artwork. Their art work must originate from a historical orgin, and students photoshopped version must tell a new story. Students will need to explain the purposes of the original and photoshopped versions.

Students will fill in and label maps of the world and successfully complete quizzes for each continent.

Standards for success: Students writing prompts and art work will be held to accuracy of historical relevance and relevance to today's world. In addition, student's grade will reflect knowledge of Idaho state standards that correlate with the 19th, 20th, 21st centuries.

Approaches to learning (ATL)
Research – Information Literacy – Access information to be informed and inform others
Communication / I. Communication (How can students communicate through interaction?) Share ideas with multiple audiences using a variety of digital environments and media.
In order for students to demonstrate communication through language, they must use a variety of organizers, such as learning guides for academic writing tasks.

Action: Teaching and learning through inquiry

Content	Learning process
Slavery WWI WWII American Civil War Cold War Medicine Mexican-American War IXL: Guild Age	**Learning experiences and teaching strategies** Cooperation with Dayna Crose (How to use PPT) & Joanna Slifka (History of Disease & Medicine) & Shannon Claver (Art History) & Jeff Kinley (Photoshop for artistic paintings).
	Formative assessment **Artist Bio PPT**. Students will showcase an artist from the 19th and 20th Century, as well as, a piece of their art work. Through this activity students will learn more about artwork during these centuries, the people and created them, and whether art can influence society and politics.

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6-9.GWH.2.3.1 Identify the names and locations of countries and major cities in the Western Hemisphere. (IXL & paper sheets)	**Readings from Books:** Students will understand on a deeper level historical opportunities, freedoms, inequalities, and changes that took place during these time periods. Students will look at the Warsaw Ghetto during WWII (Ireana's Children), Medicine during the early 19th century (Quacks), and music during the 20th century (All shook Up).
6-9.GWH.5.1.2 Give examples of how literature, and the arts shaped the development and transmission of culture in the Western Hemisphere. (19th & 20th Art)	**Learning Guides**: Students will complete smaller learning guides and on subjects such as, American Civil War, WWI, WWII, Cold War.

Whole Group Notes: Whole group note sheets will be completed for: Art styles, medicine, and music. |
| 6-12.USH1.1.4.1 Explain the effects of scientific and technological inventions and changes on the social and economic lives of the people in the development of the United States. (Medicine) | **Small group Instruction:** Small group instruction will be taught for all of the above material to ensure understanding in happening. |
| | **Differentiation** |
| 6-9.WHC.5.1.2 Explain the global consequences of major conflicts in the 20th century, such as World War I; World War II and the Holocaust; and the Cold War. | Porter Jeffs, Ethan Howard, Simon, Sirrus, Mosiah, Zach Summers, Noal Ma, Taya Haskett, Jacobi, Eli Messman = Chuncked learning guides &shorter reading and writing assignments.

9th grade reading groups: look at migration of Irish & Cubans.

Rylee Rose=access to Google Classroom.

Reading books: **High level reading groups** (Chapters of Quacks) (1, 4, 5) |
| | (Chapters of All Shook Up) (1, 2) |
| 6-12.USH1.1.5.5 Identify the United States territorial expansion between 1801 and 1861, and explain internal and external conflicts. | (Chapters of Ireana's Children) (1, 5, ??)

MYP students: (Chapter of Quacks) (5) |
| | (All shook up) (1) |
| 6-12.USH1.5.1.1 Explain the significance of principle policies and events in the United States' relations with the world, such as the War of 1812, the Monroe Doctrine, the Mexican-American War, and Spanish-American War. | (Ireana's Children) (5)

Developing Students: Will receive short introductions to pertinent information about each of the following books: Quacks, All Shook Up, Ireana's Children). |

Resources
Student teaching PPT on WWI, WWII, and Cold War.
Chromebooks to research prominent artists during 19th & 20th centuries. Students will showcase their artwork, along with meanings and purpose.
Students will be assigned to specific groups for WWI PPT's. (Outbreak of war, ending of war, Important battles, implilcations of war, etc).
Students will be assigned to specific groups for American Civil War PPT's. (Outbreak of war, ending of war, Important battles, implilcations of war, etc).
Learning guides. (Different art forms, whole group notes, music, medicine, slavery, migration, wars).
Newela (Monday & Tuesday)
IXL (Wednesday & Thursday)

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
PPT on art styles of 19, 20, 21st centuries Rubircs for artist & art spotlights Rubric for art photoshop creation Music styles PPT Rubric for musician spotlight		Tests and assessment pieces created / finished.

Copies of nation-states fill in maps created. Newsela articles Book pages =scanned on Ipad and printed off.		

GASOLINE HEART

IDAHO FALLS, ID
JUNE 2, 2019
$5 DOORS

AIA Charter School Renewal   Exhibit K

PYP Student Inventory

run on 12/17/2018

Elementary School Student Inventory   1 survey(s) 87 response(s)

Report Filters

School:
N/A

Ethnicity:
N/A

Tag:
N/A

Gender:
N/A

Grade:
N/A

Race:
N/A

Term:
N/A

Elementary School Student Inventory

AdvancED Certified Content

Demographics

Number of Responses | Percentages of Total Responses

1. Gender

Boy	55%
Girl	45%

87 respondents

2. Race

American Indian or Alaska Native	3	3%
Black or African American		1%
Native Hawaiian or Other Pacific Islander		1%
White		87%
Two or more races	6	7%

87 respondents

3. Ethnicity

Hispanic	11	13%

AIA Charter School Renewal

Exhibit K
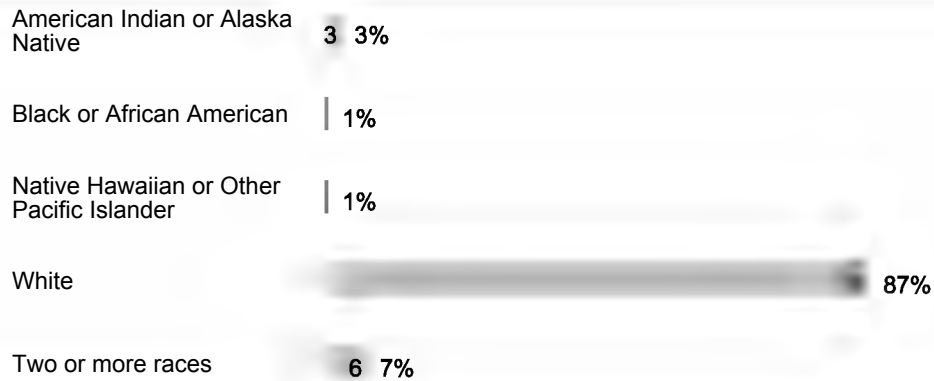
Not Hispanic or Latino   **87%**

85 respondents

4. Grade

3rd Grade   **37%**

4th Grade   **36%**

5th Grade   **24 28%**

87 respondents

5. Term

This is my 1st year   **9 10%**

2 years   **20 23%**

3 years   **55%**

4 years or more   **10 11%**

87 respondents

AIA Charter School Renewal

Exhibit K

Elementary School Student Inventory

AdvancED Certified Content

C. Section 1

Section score: N/A Network average: N/A

	Six or more times a year	Three to five times a year	One or two times a year	Never
	4	**3**	**2**	**1**
	Number of Responses			
	Percentage of Total Responses			
1. I set learning goals.	**22**	**32**	**24**	**6**
	26%	**38%**	**29%**	**7%**
84 respondents				
2. I meet or talk with an adult, other than my teacher, who helps me with my learning needs.	**31**	**21**	**22**	**10**
	37%	**25%**	**26%**	**12%**
84 respondents				
3. I explore different careers.	**22**	**22**	**19**	**21**
	26%	**26%**	**23%**	**25%**
84 respondents				
4. I choose topics for my projects.	**23**	**20**	**19**	**22**
	27%	**24%**	**23%**	**26%**
84 respondents				

5. I participate in, before or after, school activities such as sports, clubs, tutoring, etc.

20	18	14	32
24%	**21%**	**17%**	**38%**

84 respondents

AIA Charter School Renewal

Exhibit K

D. Section 2

Section score: N/A Network average: N/A

	In all of my classes	In at least half of my classes	In at least one of my classes	In none of my classes
	4	3	2	1
	Number of Responses			
	Percentage of Total Responses			

1. I work on real-life problems.

28	28	20	8
33%	33%	24%	10%

84 respondents

2. I give class presentations or share my work with classmates.

39	21	22	2
46%	25%	26%	2%

84 respondents

3. I work on assignments that take more than one day to complete.

47	21	14	2
56%	25%	17%	2%

84 respondents

E. Section 3

Section score: N/A Network average: N/A

	In all of my classes	In at least half of my classes	In at least one of my classes	In none of my classes
	4	3	2	1
	Number of Responses			
	Percentage of Total Responses			
1. I complete homework to review what I learned in class and/or to prepare for the next day's lesson.	29	28	15	10
	35%	34%	18%	12%
82 respondents				
2. I complete assignments that meet my personal learning needs.	47	21	10	4
	57%	26%	12%	5%
82 respondents				
3. I use a rubric or scoring guide to help me complete an assignment.	20	22	17	23
	24%	27%	21%	28%
82 respondents				
4. I work with other students in pairs or small groups.	63	9	8	2
	77%	11%	10%	2%
82 respondents				
5. I use technology to complete assignments such as, researching, finding information, communicating and/or creating something new.	40	26	14	2
	49%	32%	17%	2%
82 respondents				
6. I receive specific feedback about my work from my teacher and/or classmates that help me better understand what I'm learning.	46	19	13	4
	56%	23%	16%	5%
82 respondents				
7. I am provided opportunities to correct and/or improve my work.	56	18	8	0

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	68%	22%	10%	0%
82 respondents				

8. I receive acknowledgement and/or praise for my strengths or accomplishments.

	44	22	13	3
	54%	27%	16%	4%
82 respondents				

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F. Section 4

Section score: N/A Network average: N/A

	In all of my classes	In at least half of my classes	In at least one of my classes	In none of my classes
	4	3	2	1
	Number of Responses			
	Percentage of Total Responses			

1. I am safe at school.

71	6	2	0
90%	8%	3%	0%

79 respondents

2. I have the materials, supplies and technology I need to be successful in school.

65	7	6	1
82%	9%	8%	1%

79 respondents

3. I complete work that challenges me.

55	20	3	1
70%	25%	4%	1%

79 respondents

4. I actively participate in class discussions and activities.

49	21	7	2
62%	27%	9%	3%

79 respondents

MYP Student Inventory

run on 12/17/2018

Middle & High School Student Inventory   1 survey(s) 124 response(s)

Report Filters

School:
N/A

Ethnicity:
N/A

Tag:
N/A

Gender:
N/A

Term:
N/A

Race:
N/A

Grade:
N/A

MYP Student Inventory

run on 12/17/2018

1 survey(s) 124 response(s)

AdvancED Certified Content

Demographics

Number of Responses | Percentages of Total Responses

1. Gender

Male **54%**

Female **46%**

121 respondents

2. Race

American Indian or Alaska Native   6 **5%**

Asian   **2%**

Black or African American   **1%**

White   **81%**

Two or more races   13 **11%**

114 respondents

3. Ethnicity

Hispanic   6 **6%**

Not Hispanic or Latino **94%**

100 respondents

4. Term

This is my 1st year **16** **13%**

2 years **42%**

3 years **34%**

4 years or more **13** **11%**

121 respondents

5. Grade

6th grade **34%**

7th grade **32%**

8th grade **33%**

9th grade **1%**

123 respondents

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1 survey(s) 124 response(s)

AdvancED Certified Content

C. Section 1

Section score: N/A Network average: N/A

	Six or more times a year	Three to five times a year	One or two times a year	Never
	4	3	2	1
	Number of Responses			
	Percentage of Total Responses			
1. I set academic goals for myself and/or with the support of teachers/parents.	30	48	29	14
	25%	40%	24%	12%
121 respondents				
2. I use the services of the counseling office.	18	15	31	57
	15%	12%	26%	47%
121 respondents				
3. I explore and begin to plan for college and/or career opportunities.	36	23	36	26
	30%	19%	30%	21%
121 respondents				
4. I investigate and choose a topic for my projects.	70	33	15	3
	58%	27%	12%	2%
121 respondents				

		47	17	27	30
5. I participate in, before or after, school activities such as sports, clubs, tutoring, etc.		**39%**	**14%**	**22%**	**25%**
	121 respondents				

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D. Section 2

Section score: N/A Network average: N/A

	In all of my classes	In at least half of my classes	In at least one of my classes	In none of my classes
	4	3	2	1
	Number of Responses			
	Percentage of Total Responses			

1. I work on real-life problems.

27	48	38	7
23%	40%	32%	6%

120 respondents

2. I give class presentations or share my work with classmates.

53	44	18	5
44%	37%	15%	4%

120 respondents

3. I work on assignments that extend beyond one class period.

27	41	34	18
23%	34%	28%	15%

120 respondents

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E. Section 3

Section score: N/A Network average: N/A

	In all of my classes	In at least half of my classes	In at least one of my classes	In none of my classes
	4	**3**	**2**	**1**
	Number of Responses			
	Percentage of Total Responses			
1. I complete meaningful homework to review what I learned in class and/or prepare for the next day's lesson.	30	57	26	4
	26%	49%	22%	3%
117 respondents				
2. I complete assignments that meet my personal learning needs.	73	29	13	2
	62%	25%	11%	2%
117 respondents				
3. I use a rubric or scoring guide to help me complete an assignment.	41	38	24	14
	35%	32%	21%	12%
117 respondents				
4. I work with other students in pairs or small groups.	93	17	6	1
	79%	15%	5%	1%
117 respondents				
5. I use digital tools to complete assignments, such as conducting research, finding information, communicating and/or creating something new.	58	43	12	4
	50%	37%	10%	3%
117 respondents				
6. I receive specific feedback about my work from my teacher and/or classmates that help me better understand what I'm learning.	59	38	14	6
	50%	32%	12%	5%
117 respondents				
7. I am provided opportunities to correct and/or improve my work.	64	40	11	2

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	55%	34%	9%	2%
117 respondents				

8. I receive acknowledgement and/or praise for my strengths or accomplishments.

	45	42	19	11
	38%	36%	16%	9%
117 respondents				

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F. Section 4

Section score: N/A Network average: N/A

	In all of my classes	In at least half of my classes	In at least one of my classes	In none of my classes
	4	**3**	**2**	**1**
	Number of Responses			
	Percentage of Total Responses			
1. I am safe at school.	95	9	8	5
	81%	**8%**	**7%**	**4%**
117 respondents				
2. I have the materials, supplies and technology I need to be successful in school.	97	13	3	4
	83%	**11%**	**3%**	**3%**
117 respondents				
3. I complete challenging work.	71	38	7	1
	61%	**32%**	**6%**	**1%**
117 respondents				
4. I actively participate in class discussions and activities.	77	24	10	6
	66%	**21%**	**9%**	**5%**
117 respondents				

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Exhibit K

Alturas International Academy Employee Handbook

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Alturas International Academy Employee Handbook

Section 1: About this Handbook

This handbook is designed to provide information to Alturas staff about the procedures, philosophy, and methodology used in our school. Our goal is to create an entirely new model for education in Idaho, one that will allow children to learn, collaborate and advance at levels that will allow them to see the greatest success in their learning. Leadership skills are developed and enhanced daily as students support one another.

This handbook is a "living" document; we will be adding new information as needed, and all employees are welcome to make suggestions as to how we can make the handbook more robust and useful for everyone.

Terms to Know

Growth mindset The concept of a growth mindset was developed by psychologist

Carol Dweck and popularized in her book, Mindset: The New Psychology of Success. In recent years, many schools and educators have started using Dweck's theories to inform how they teach students. We believe that having a growth mindset is essential in any professional setting, but is even more vital in a ground-breaking model like Alturas Academy. Faculty members are encouraged to learn more about having a growth mindset.

IB See: International Baccalaureate Program

IB Profiles The core values on which the IB program is based. These profiles

include: Inquirers; Knowledgeable; Thinkers; Communicators; Principled; Open-minded; Caring; Risk-takers; Balanced; Reflective. For more information, see: https://www.ibo.org/globalassets/publications/recognition/learnerpr ofile-en.pdf

International Baccalaureate Program

Updated Wednesday, August 1, 2018 5 International Baccalaureate (IB) is an educational philosophy that sets high standards and emphasizing creative and critical thinking. IB students are responsible for their own learning, choosing topics and devising their own projects, while teachers act more as supervisors or mentors than sources of facts. IB emphasizes research and encourages students to learn from their peers, with students actively critiquing one another's work. Beyond preparing students for critical thinking and college-level work, the full IB program calls for students to express themselves through writing, requires community service, and aims "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect."

For more information, see: https://www.greatschools.org/gk/articles/what-is-ib-international- baccalaureate

MYP Middle Years Program

The International Baccalaureate term for grades 6-8.

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MYP Coordinator The IB project manager for the Middle Years Program.

The Coordinator is in charge of ensuring that each team is meeting the requirements for IB accreditation. Their tasks include completing IB reports, meeting with the team to design and execute each IB project, helping the team plan and execute the IB Parent Night presentations, and providing additional IB training to the team.

The MYP Coordinator will also lead teaching team meetings.

NWEA/MAP NWEA: Northwest Evaluation Association

MAPS: Measures of Academic Progress

The testing system used by Alturas to measure student growth. MAP testing is administered twice each year. For more information, see https://www.nwea.org/parent-toolkit/

Presence A term used throughout the school to signify the behaviors that must

be present for a student to be ready to learn. Having "Presence" means that the student is sitting up straight, their body is under control, their eyes are on the speaker, and they are respectfully ready to receive information.

PYP Primary Years Program

The International Baccalaureate term for grades Kindergarten through 5th grade. The PYP is divided into the PYPK3 (grades Kindergarten through 3rd grade), and PYP45 (4th and 5th grades).

PYP Coordinator The IB project manager for the Primary Years Program.

The Coordinator is in charge of ensuring that each team is meeting the requirements for IB accreditation. Their tasks include completing IB paperwork, meeting with the team to design and execute each IB project, helping the team plan and execute the IB Parent Night presentations, and providing additional IB training to the team.

The PYP Coordinator will also lead teaching team meetings.

STAR Testing STAR: Standardized Test for the Assessment of Reading

The testing system used by Alturas to measure current levels for student achievement in reading and math. Teachers administer STAR tests every six weeks. Results are sent home to parents. Many teachers also maintain an ongoing STAR score chart for each student, that can serve as a basis for student-teacher collaboration and goal setting.

For more information, see: https://www.renaissance.com/2016/09/09/parents-guide-star- assessments/

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Voice Levels We use a school-wide system for voice level regulation. This way,

when any teacher says, "I need voice level Two," all students know what that means. Each classroom will have the Voice Levels poster displayed. Below is a description of the voice levels:

Level One: Just above a whisper. Only your partner or the person sitting right next to you can hear you.

Level Two: Normal conversation. People at your table can hear you.

Level Three: Presentation voice: The entire class can hear you.

Level Four: Only for outdoor play.

Students should maintain a voice level Two in the hallways and lunchroom.

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Section 2: Our Mission

"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." We believe that we are demonstrating our commitment to this mission every day, through the quality of our instruction, the dedication of our staff, and the results we see as children grow and thrive.

Our guiding principles

• Growth mindset

• Teaching at instructional levels

• Small-group instruction

• Collaboration with partners

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• Student-driven Instruction

• International Baccalaureate Program and IB Profiles

• Uniform scheduling

Growth mindset

The concept of a growth mindset was developed by psychologist Carol Dweck and popularized in her book, Mindset: The New Psychology of Success. In recent years, many schools and educators have started using Dweck's theories to inform how they teach students.

According to Dweck, mindset is a self-perception or "self-theory" that people hold about themselves. People can be aware or unaware of their mindsets, according to Dweck, but they can have profound effect on learning achievement, skill acquisition, personal relationships, professional success, and many other dimensions of life.

Dweck's educational work centers on the distinction between "fixed" and "growth" mindsets. "In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment," writes Dweck. Educators and students who embrace growth mindsets—the belief that they can learn more or become more skilled if they work hard and persevere—can learn more, learn it more quickly, and view challenges and failures as opportunities to improve their learning and skills.

Teaching at instructional levels

Each classroom at Alturas will be divided into several groups, each comprised of students who are at/near the same instructional level, regardless of "official" grade placement. Lessons and assignments will be adapted to meet these instructional levels, with an eye toward meeting children "where they are," and progressing upward from there.

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Small-group instruction

Updated Wednesday, August 1, 2018 9 Students will learn to work in groups of approximately 6-8 students, as determined by the teacher and administration.

While the primary model of learning will have students working as partners, any student will also be able to rely on members of their instructional group for support. Students will be taught to be responsible for the well-being and success of everyone in their group.

Teachers will prepare lessons to be delivered to the entire level group, after which students will work with their partners to complete assignments pertaining to the lessons. A given group may have only two or three teacher-presented lessons per week; the rest of the time will be spent working independently, with support from the teacher.

Collaboration with partners

Each student in a group will be assigned a partner, as determined by the teacher. Partnerships will be formed based on a number of criteria, which will be discussed later in this handbook.

Student-driven Instruction

Students will be taught to work with their partners as an independent unit, sharing information and ideas, and collaborating to complete a variety of assignments.

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.

The teacher's role will be to serve as a facilitator and guide as students become more adept at "owning" their own learning. Whole-group instruction will be minimal; teachers will focus on presenting targeted lessons to individual groups, then observing and guiding students as they progress together.

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International Baccalaureate Program

Updated Wednesday, August 1, 2018 10 Alturas International Academy is in the process of becoming an accredited International Baccalaureate (IB) school. The IB Program is central to our charter with the State of Idaho. IB is recognized as one of the best academic preparation programs in the world.

"IB inspires students to think critically and collaboratively, value learning, and recognize their common humanity and shared stewardship of the planet. As an IB school, we inspire students to be life-long learners, critical thinkers, and global citizens. The IB educational philosophy is 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.

At the core of the IB methodology is project-based learning, where students design and execute group projects that allow them to explore a wide variety of issues and questions that affect not just them, but the world at large. Students plan and execute projects that are focused on solving problems, caring for the earth, communication, and understanding and appreciating others. These projects provide invaluable knowledge and experience that students can take with them as they grow and explore career possibilities. As they participate in group projects, they learn to collaborate and problem-solve as part of a group, skills that they will take into the workplace in virtually any career. On some projects, they will also work with professionals within the community, thus gaining insight into various vocations, and making contacts in the professional world.

IB also offers extensive opportunities for professional development and teacher training. It provides access to a worldwide network of educators sharing experiences and best practices. All Alturas teachers will attend at least one multi-day IB training session."

IB Profiles The International Baccalaureate (IB) profiles (attributes) are the

foundation of every classroom. The principles are:

(Students strive to be)

• Inquirers

• Knowledgeable

• Thinkers

• Communicators

• Principled

• Open-minded

• Caring

• Risk-takers

• Balanced

• Reflective

Discussion and examples of these profiles should be an integral part of your classroom community. You should spend a few minutes every day discussing one or more of the profiles, citing examples you have observed from student behavior, allowing students to share their own examples, how to apply the principles in various situations, etc. The profiles should become part of your "classroom language," i.e., a teacher might ask "Who was a Risk-taker today?" or "How did you just show that you are Principled?".

Teachers in the Primary Years Program (PYP) will give two "formal" lessons on the profiles every day. Many teachers have found it effective to focus on a different profile each week, and allow students to suggest activities (writing prompts, quotations, skits, songs, etc.) to highlight the week's profile focus.

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Uniform scheduling

Updated Wednesday, August 1, 2018 11 Research has shown that children do best in a classroom where expectations are clear, and schedules are predictable. This allows them to anticipate what is coming next, and organize themselves independently. During morning instructional time, the PYP classes will follow the same instructional schedule, as determined by the teaching team. The afternoon IB project-based learning time will be more flexible, but students are required to spend at least 200 minutes per week engaged in research and writing activities pertaining to their current IB project.

The MYP will follow a structured daily schedule. When students enter any class, they will know what task comes first, and will be able to start work immediately.

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Section 3: Implementing Small Group and Partner-based Instruction

Getting started with groups and partners

Collaborative learning in partnerships and groups is at the center of the Alturas model. However, many children are coming to us from educational settings where partnership learning has been used rarely, if at all. Below are some important points to remember:

• A typical class in the PYP and the MYP will have four leveled learning groups. These groups are based on standardized test scores, as well as informal assessments by teachers, and input from your teaching team members. Within the groups, students will be organized into partnerships. Since skill levels can vary by subject, PYP students may be in one group for Language, and a different group for Math.

• It will take time for students to adjust to and become skilled at working in a partnership or group. It may be a struggle for some, but it is worth it the time and patience! Collaborative learning not only helps with academics; it develops critical social skills that will have life-long benefits.

• Modeling and practice of collaborative skills is essential. Make use of the experience of returning students in your classroom. Many Alturas teachers have found that having children "act out" a partnering procedure is a great teaching tool. Others have "Partner Procedure" steps posted in the classroom for children to follow. Children will also, especially at the beginning of the year, need lots of teacher reminders, encouragement, and support to have successful partnerships and groups. Spend time at the beginning of the year having your students participate in informal partnering and team-building activities.

• There is no one right way to set up partnerships and groups. It takes a lot of observation, careful thought, and some trial-and-error. However, as you get to know your students better, organizing partnerships and groups will become much easier. And as always, help is readily available to you from your teaching team members, and from the administration. Many teachers have found it invaluable to have Michelle spend time in their class, to give them feedback on groups and partnerships.

While instructional groups usually stay fairly static throughout the year, partnerships can be more fluid (more on this below).

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Setting up groups

• First, gather all available data, both formal and informal. Formal data can include STAR and NWEA Test scores, short writing assignments and simple graduated worksheets that you assign during the first days of school. Informal data can come from previous teachers, and from observing students while they are playing games or completing simple group and partner projects during the first days of school. There are many ideas on the internet, or ask a returning teacher.

• Next, create "rough draft" groups. Many Alturas teachers use sticky notes with quick information about each student, for example: "John Smith; Reading level 3.6; Phonetic speller; Very outgoing." You can then arrange the sticky notes on a white board or poster board, and move students around until you feel you have a reasonable place to start with groups and partnerships. IMPORTANT: Explain to students that there will probably be some fluctuation in the groups for a little while, until everyone gets settled. This is by no means a reflection, good or bad, on anyone. Make sure that no one feels badly if they are moved from one group to another.

• Finally, OBSERVE the partnerships and groups, in both formal and informal terms. For example, a child who tests at a 3.2 math level, may still need to spend at least part of the year in a second-grade math group.

• Avoid the temptation to move students up based on factors like a single high test score, or pressure from parents. Our curriculum, particularly in math, is cumulative, building concept-on-concept. Moving a child to a different group too soon can often leave "holes" in their skill set that will cause problems later.

Setting up partnerships

There is no set formula for creating or changing partnerships within a group. However, here are some tips from returning teachers about setting and changing partners:

• Most often, it is a good practice to pair a "high" student with a "lower" one within an instructional group. The higher student can learn to provide support and encouragement to the lower one, while the lower student feels supported by the higher student.

• Look for motivation and work ethic. A medium-level student with high motivation can be a real asset to a high student whose motivation is low.

• If you have a student with substantial behavioral or cognitive challenges, it's a good idea to change their partner fairly frequently (every two weeks, or even more frequently as needed). This helps ensure that one partner doesn't get "worn out," and it helps the troubled student to make more contact with members of the class.

• Other good combinations: A medium and a struggling student; Two mediums who are self-motivated; A medium and a struggling student who can work well together; A student who has influence for discipline and kindness to mentor another student

• Very occasionally, you may have a student who, for various reasons, needs to work alone for a period of time. This action should only be taken after collaborating with the administration. Similarly, putting two low students together can occasionally work, as long as they are monitored consistently.

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• Remember that a vital part of your students' job is learning to collaborate, and to be tolerant and supportive of others (in other words, to be a good partner). While some partnerships might not seem to be working at first, take the time to help students develop good partnering skills, rather than splitting them up at the first sign of difficulty.

• Always remember the importance of observation. Watch how your students interact, what their strengths and challenges are, etc. The more you know about your students, the more successful you will be in establishing strong partnerships.

• *Above all, emphasize the IB profiles—good partners are caring, principled, open- minded, etc. The crucial life skill that students learn from partnering is how to get along and work successfully with others. At all times, students should feel safe and supported, no matter who their partner is. Teachers must place the highest priority on this safety.*

Non-negotiables for partnering

While there is flexibility in setting up and changing groups and partnerships, there are a few "essentials" that must be observed in every partnership in your class:

• Kindness: Students must feel safe and comfortable in their partnerships. The most important role for the teacher is to ensure that the IB principles are taught, modeled, and practiced within partnerships. Students need to know that they can come to you will partner issues, and that they will be supported.

• Work is checked: Students must compare and correct their answers at the end of each work page. If there is a disagreement about an answer, the students can check with others in their group, with the teacher, or with the Answer Key, if the teacher has provided one. Never allow students to just fill in answers and move on without checking with their partners.

• Partners stay together: Partners MUST stay together in their work. If they are in a workbook, one partner must not be more than one page ahead of the other.

• Conversation is on topic: When children are working independently, the only thing they should be discussing is the topic they are studying (if it's math time, we are talking about math).

• Here is one good model:

1. Partners A and B begin their workbook page together.

2. Partner A reads the first question.

3. Each partner states how they think the problem should be solved.

4. Both partners go to work and complete the problem.

5. When they are finished, the partners compare their answers. If the answers are not the same, each partner explains how she arrived at the answer.

6. If necessary, both partners re-do the problem and compare answers.

A partnership may do two or three problems like this, then agree that each will complete the page at their own speed. If Partner A finishes first, she checks to see if Partner B needs help. If Partner B just needs a little more time, Partner A can go back and re-check her work while Partner B finishes up.

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On the other hand, if Partner B is taking a long time to finish, Partner A can ask for input from the teacher. It may be that Partner B understands the material well, but is just more deliberate in her work. In this case, the teacher can recommend that both partners go ahead to the next page. This is why it is so very important for the teacher to monitor the partnerships carefully, to ensure that work is progressing evenly.

• Students are never "Done": In the Alturas model, a student should never be able to legitimately say that they are "done" with an assignment. If one student completes a task before their partner, they should have a clear understanding of what their next steps will be. A student who has completed a specific writing assignment before their partner should go back and read, edit, and revise their work. A student who has completed a math assignment should go back and check their work, do a "Sprint" page in their math book, or work on an interim activity as determined by the teacher. Students should never be sitting idly waiting for a lesson, or for their partner to catch up. Note: reading a book is not an allowed "I'm done" activity.

Helping students adjust to working with a partner—student insights

As mentioned before, working with a partner is a new experience for many students, and it will take some time to adjust. The most important role that the teacher plays in student partnerships is making sure that students feel SAFE and VALUED by their partner. We interviewed several returning Alturas students about what they have learned about working with partners. Here are their insights:

• It is important to be patient with your partner. If they take longer to complete an assignment, don't "push" them, or give them the answers. Don't ever leave your partner "in the dust."

• Always be encouraging and kind to your partner. If they are trying, tell them they are doing a good job, and that they can be successful.

• Make sure your partner is doing their own work, and learning the concepts. Don't allow your partner to just copy your work.

• Remember that there is almost always more than one way to solve a problem. For example, in math, you and your partner might have different ways of arriving at the same correct answer, and this is okay. Everyone's brain works differently.

• If you and your partner don't agree on an answer, first try again (both partners). Don't assume that your answer is right, and theirs is wrong. If you try again and still don't agree, check with other members of your group. If that doesn't work, check with your teacher. If it turns out that you are right and your partner is wrong, never say "I told you so." This goes against the IB Profiles of being Caring and Principled.

• ALWAYS check your work/answers with your partner. This might be a little hard at first, but you will get better at it, and you will both learn more.

• Help your partner stay focused. If they are getting off topic or disturbing others, remind them to be Principled. If necessary, ask your teacher for help.

• If your partner is being unkind to you or refusing to work, check with your teacher for help.

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Section 4: Classroom Management in the Alturas Model

Teacher behaviors

Every teacher knows that the key to good classroom management is setting clear boundaries at the beginning of the year, and maintaining those boundaries every day. The more time and effort you put in to establishing and practicing clear rules and behaviors from the outset, the smoother your classroom will run all year.

Below are some classroom management best practices from Michelle, and from our returning teachers.

• Have classroom rules simple, clear, and clearly displayed. Review the rules every day with your class, so that expectations are clear. Devote extra time at the beginning of the year to modeling and practicing correct behaviors.

• Make sure that all areas of the classroom are neat and orderly at all times. Children should spend time both during and at the end of the day making sure that their buckets are organized, there should be no trash on the floor, all materials are neatly put away, etc. Many teachers assign specific jobs to students to help care for the classroom. Make sure that your personal workspace is clean and neat.

• Make sure that schedules and routines are taught, practiced, and posted clearly, so that they become second nature for students.

• Establish a "call to order" routine with your students so that you never have to ask more than once to have their full attention. Please do not use "gimmicks" to call to order (i.e., "Class-class/Yes-yes"). We recommend you use a simple countdown from either ten or five, and students understand that by the time you reach one, their bodies are under control, their hands are empty, and their eyes are on you (showing "Presence"). Practice this faithfully until it is automatic with your students. Be consistent in applying consequences for not following this direction. If you find that you are having to ask more than twice for your class's attention, you need to stop and reset the boundaries.

• Make sure that students have a clear understanding of the consequences of breaking rules. The book Setting Limits in the Classroom has some great ideas on this topic. The PYP will make use of the Recess Academy system, and the MYP will use a program developed by the MYP team.

• At every transition (entering or leaving the room, starting a lesson, etc.), state your expectations for student behavior. Make sure that all students, and you, are ready for the transition.

• Make sure students understand and practice appropriate voice levels.

• Devote specific time every day to discuss and teach the IB Profiles.

• Set up your classroom so that you can monitor all areas from anywhere in the room. For example, if you are giving a lesson to one group, make sure that you can see all the other groups at the same time. Visually "sweep" the classroom often to correct misbehavior in other groups. If necessary, stand behind a child who is being disruptive, even if you are giving a lesson to another group. Never teach with your back to any group of students.

• As you are giving instruction, make sure every student is engaged and showing presence. If all students are not engaged, stop the presentation and reset this boundary. Do not continue with the lesson if students are unengaged.

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• Make sure you are moving around the classroom during instructional time. Try to spend minimal time at your desk.

• Ensure that partnerships and groups are working well together. Provide feedback and training to help students collaborate successfully. Make sure that work is being completed and corrected.

• If you are struggling with student behavior, curriculum, routines, etc., please ask for help from team members or the administration. We are all in this together, and we are a community!

• Above all, PRACTICE, PRACTICE, PRACTICE! Expectations and behaviors should become second-nature to students, because they, and you, have spent time practicing and modeling exactly what those behaviors look like.

Student behaviors

• Students should know classroom routines well, and should be able to go straight to work as soon as they enter the classroom. Set your schedule so that the first activity of the day/period is a quiet, individual worktime, for example, A-Math (PYP) or other computer-based activity.

• At all times, students should show presence: They are sitting up straight, their work area is neat, and they have out only the materials they need for the specific topic they are studying. Remember, this takes lots of PRACTICE!

• Students care for their materials, and keep them organized. At any time, a student should only have out the materials he needs for the work he/she is currently doing. Unnecessary papers are cleared away often from folders. Student buckets should ALWAYS be neat, orderly, and organized. Make it a practice that all students straighten up their buckets, and the classroom, before dismissal at the end of the day.

• When students are working with their partners, their conversations should ONLY be about the topic they are studying.

• When working with partners, student voice levels should not be above Level 1.

• Students assume responsibility for high quality of work and make revisions and improvements.

• Students help each other to make good choices and act responsibly. They treat each other with respect and kindness.

• Again, PRACTICE expected behaviors early and often!

• See Appendix A of this handbook for additional bibliography and online resources.

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Section 5: Teaching Teams and Collaboration

The importance of teamwork

At Alturas, we believe that collaboration and teamwork is as important for faculty as it is for students. The success or our program depends on teachers sharing ideas, plans, concerns, and goals. The administration's goal is to provide one-on-one mentoring, along with grade-level and whole-school collaboration to be fundamental parts of our culture.

Teaching team meetings

Each grade-level team (PYPK3, PYP45, and MYP) will meet weekly to discuss plans, share ideas, reflect on progress, etc. These meeting will be under the direction of the PYP/MYP Coordinator. Teams are encouraged to:

• Have the agenda set in advance. If you want an item to be on the team meeting agenda, please contact your PYP/MYP coordinator by Wednesday.

• Set essential agreements for each meeting

• Refrain from the use of cell phones or computers unless they are being used for a specific purpose as part of the meeting.

The Seven Norms of Collaboration

For your reference, here are the Seven Norms of Collaboration.

1 Pausing Pausing before responding or asking a question allows time for

thinking and enhances dialogue, discussion, and decision- making.

2 Paraphrasing Using a paraphrase starter that is comfortable for you – "So..."

or "As you are..." or "You're thinking..." – and following the starter with an efficient paraphrase assists members of the group in hearing and understanding one another as they converse and make decisions.

3 Posing Questions Two intentions of posing questions are to explore and to specify

thinking. Questions may be posed to explore perceptions, assumptions, and interpretations, and to invite others to inquire into their thinking. For example, "What might be some conjectures you are exploring?" Use focusing questions such as, "Which students, specifically?" or "What might be an example of that?" to increase the clarity and precision of group members' thinking. Inquire into others' ideas before advocating one's own.

4 Putting Ideas on

the Table

Updated Wednesday, August 1, 2018 18 Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments. For example: "Here is one idea..." or "One thought I have is..." or "Here is a possible approach..." or "Another consideration might be...".

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5 Providing Data Providing data, both qualitative and quantitative, in a variety of

forms supports group members in constructing shared understanding from their work. Data have no meaning beyond that which we make of them; shared meaning develops from collaboratively exploring, analyzing, and interpreting data.

6 Paying Attention to Self and Others

Updated Wednesday, August 1, 2018 19 Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding. This includes paying attention to learning styles when planning, facilitating, and participating in group meetings and conversations.

7 Presuming

Positive Intentions

Assuming that others' intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs. Using positive intentions in speech is one manifestation of this norm.

Communicating

Below are some ideas on successful listening and communication.

Give Them Time

Many people need time to gather their thoughts before speaking. Give them time to think both before and after they say something. Just because they are finished speaking doesn't mean they have said everything they need to. Don't be afraid of silence.

Pay Attention

We think faster than others speak. Resist the temptation to jump to conclusions or to think ahead to what you'll say when they're through. Instead, listen with the intent to understand. Your response will be better because it will be informed by greater understanding.

Clarify

Don't be afraid to ask questions that clarify something you didn't understand. Clarifying reduces misunderstanding and shows your interest in what is being said.

Reflect

Paraphrase what you heard and how you understand the other to feel. This helps them know if they have been understood and gives them an opportunity to clarify.

Empathize and relate (disarm)

Don't try immediately to find a solution. Respond with sympathy, empathy, and as much understanding as you are sincerely able to give. Phrases like "That must be really hard," or "I can tell you are really upset" will help the person feel that you care about their feelings and experiences.

Find Common Ground

You might not agree with everything said, but agree with what you can without misrepresenting your own feelings. Being agreeable can help defuse anxiety and defensiveness.

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As you learn to listen with the intent of learning about others, you will be in a better position to understand their needs and offer truly helpful feedback.

Reaching out

In addition to members of your team, you are always welcome to reach out to returning teachers and the administration to help answer questions, resolve concerns, etc. You are also welcome, at any time, to schedule an observation in another classroom, or to have another teacher or administrator observe and help in your classroom. Please reach out! This program is challenging, but there is a wealth of experience and information available to you. Once the structure and schedule of the program is securely in place, you will find many opportunities to bring your own creativity and ideas to your classroom.

Applying the IB Profiles as a team member

The IB profiles are important guiding principles for both students and teachers. As you teach your students to integrate the profiles into their interactions and behaviors, think about how you can use the profiles in your relationships with both children and other staff members.

Note: The text below, to the end of this section, is taken from an article by Edna Sackson at https://whatedsaid.wordpress.com/tag/ib-learner-profile/

1. Are you a Thinker?

Do you think critically about everything that happens in your classroom, your team, your educational institution? Have you thought about the ways the world has changed and whether your school reflects this? Are you thinking, right now, about why innovation is critical in education?

2. Are you Open-minded?

Are you open to new ideas and different ways of doing things? Do you seek and evaluate different perspectives and grow from the experience? Are you rattled by change agents or do you seek them out?

3. Are you Knowledgeable?

Do you constantly explore and question educational concepts, ideas and issues? Are you keeping abreast of new ideas and approaches to learning? Do you make it your business to learn from the people you lead?

4. Are you Reflective?

Do you constantly reflect on your own practice? Do you thoughtfully consider and evaluate every aspect of life and learning in your school? Do you invite your team to reflect collaboratively with you? Are you willing to take action as a result of your reflection?

5. Are you an Inquirer?

Are you curious about new possibilities and other ways of doing things? Are you constantly researching, exploring, discovering and encouraging your teachers and students to do the same? Are you willing to take an inquiry stance and see how things unfold?

6. Are you Principled?

Do you have strong beliefs about how learning takes place and what education should look like today? Do you consider the alignment of practice with beliefs? Do you stand by your principles and fight for the change you believe in? Are you honest with yourself and others about why you might prefer to maintain the status quo?

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7. Are you a Communicator?

Do you communicate effectively with your entire learning community? Are you aware of the unintentional messages you deliver? Do you invite dialogue and discourse? Do you listen more than you talk?

8. Are you a Risk taker?

Are you willing to experiment even if the outcome isn't clear? Are you willing to explore emerging practice, rather than find solutions in the known? Are you comfortable in the zone of confusion?

9. Are you Caring?

Do you work at making a positive difference to the lives of others in your learning community and beyond? Do you have the capacity to place yourself in the positions of others and understand their feelings? Do you go out of your way to be kind and supportive towards others and encourage them to grow?

10. Are you Balanced?

Do you understand the value of intellectual, physical and emotional balance to achieve well-being for yourself, your teachers and your students? Do you embrace the necessary changes to achieve this?

Self-evaluation

As part of the staff review process, you will be asked to complete a self-evaluation checklist. You can find the checklist at the following link:

https://docs.google.com/spreadsheets/d/1nq5_X-W--BT21pWGIRWWQiSDrodm9ycAdI2uVl3MTFY/edit#gid=1719989268

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Section 6: About the International Baccalaureate Program and the IB Profiles

What is IB?

The International Baccalaureate (IB) Program is the foundation of Alturas International Academy, and is central to our charter with the state of Idaho.

IB is an educational philosophy that sets high standards and emphasizes creative and critical thinking. IB students are responsible for their own learning, choosing topics and devising their own projects, while teachers act more as supervisors or mentors than sources of facts. IB emphasizes research and encourages students to learn from their peers, with students actively critiquing one another's work. Beyond preparing students for critical thinking and college-level work, the full IB program calls for students to express themselves through writing, requires community service, and aims "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." For more information, see:

• https://www.greatschools.org/gk/articles/what-is-ib-international-baccalaureate

• https://www.ibo.org/globalassets/digital-tookit/presentations/1506-presentation- whatyouneedtoknow-en.pdf

From our charter:

"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 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.

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; 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 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. 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.

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The IB Program 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 Program, 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."

IB Profiles: what they mean for STUDENTS

At the core of the IB philosophy are the IP Profiles. By learning and integrating these principles into everything they do, students can become:

Profile: Student is:

Inquirer(s) Interested and curious about new facts, ideas, and concepts. They

show interest in learning, and are eager to participate in the learning process.

Knowledgeable Able to apply current knowledge and abilities to new problems. They

can demonstrate knowledge and understanding, both verbally and in writing.

Caring Kind, thoughtful, and compassionate to others. They show empathy,

and are willing to offer help.

Principled Disciplined, conscientious, and self-motivated. They make sure their

work is done with accuracy and quality. They support their partners/groups in doing the same. They use their time well, and show responsibility in completing their work.

Open-minded Willing to see situations and ideas from another person's point of view.

They are supportive of different opinions and ideas. They understand that most of the time, there is no one "correct" way of thinking, and allow others to disagree.

Learner Actively engaged in their own learning. They are able to make

connections between subjects and concepts across the curriculum. They come up with new ideas and ways of learning things.

Reflective Thoughtful, insightful, and willing to reflect on their own behaviors and

actions. They are able to admit when they have made a mistake. They are able to realize and articulate different ways of doing things that will contribute to the peace, safety, and well-being of the community.

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Profile: Student is:

Balanced Able to participate in a variety of classroom activities and learning

methods. They are willing to try different ways of learning. They understand how to balance their day between work and recreation, and are able to transition smoothly from one activity to another.

Communicator Able to express their thoughts, ideas, and needs successfully, both in

verbal and written forms. They are able to express differences of opinion in constructive ways. They are able to offer feedback to others in positive and caring ways. They are able to resolve problems through successful communication.

Risk-taker Able to put forward new ideas or differing opinions, even when they

are feeling vulnerable. They have developed self-confidence and a sense of trust for their community. They feel supported in trying new things.

Teaching the IB Profiles

Teachers in the Primary Years Program (PYP) will give two "formal" lessons on the profiles every day. Many teachers have found it effective to focus on a different profile each week, and allow students to suggest activities (writing prompts, quotations, skits, songs, etc.) to highlight the week's profile.

Discussion and examples of the IB profiles should be an integral part of your classroom community. You should spend a few minutes every day discussing one or more of the profiles, citing examples you have observed from student behavior, allowing students to share their own examples. The profiles should become part of your "classroom language," i.e., a teacher might ask "Who was a Risk-taker today?" or "How did you just show that you are Principled?".

IB Profiles: what they mean for EDUCATORS

*Note: The text below, to the end of this section, is taken from an article by Edna Sackson at https://whatedsaid.wordpress.com/tag/ib-learner-profile/

1. Are you a Thinker?

Do you think critically about everything that happens in your classroom, your team, your educational institution? Have you thought about the ways the world has changed and whether your school reflects this? Are you thinking, right now, about why innovation is critical in education?

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4. Are you Reflective?

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5. Are you an Inquirer?

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Are you willing to experiment even if the outcome isn't clear? Are you willing to explore emerging practice, rather than find solutions in the known? Are you comfortable in the zone of confusion?

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10. Are you Balanced?

Do you understand the value of intellectual, physical and emotional balance to achieve well-being for yourself, your teachers and your students? Do you embrace the necessary changes to achieve this?

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Section 7: The International Baccalaureate Units of Inquiry for the Primary Years Program

What is a Unit of Inquiry?

A Unit of Inquiry is a 6-8-week in-depth exploration of a concept. Students will inquire into a central idea or a main understanding by being guided by lines of inquiry and teacher questions. Students will conduct online research, complete short and longer writing assignments, participate in group discussions, go on field trips, etc. as they explore the unit's concept.

Ideally, students in the PYP will participate in six Units of Inquiry during the school year. Students in grades K-6 in the Primary Years Program will have encountered 42 Units of Inquiry by the time they graduate to 7th grade.

Some examples of Units of Inquiry include:

• *"Economic Decisions in One Place Have an Impact on Another."*

• *"People Celebrate in a Variety of Ways."*

• *"Cycles and Patterns Influence Life."*

Components of the Unit of Inquiry

The Unit of Inquiry has several components, as established by the International Baccalaureate Administration. Each is considered when developing the unit.

• Central Idea

• Transdisciplinary Themes

• Lines of Inquiry

• Key Concepts

• Teacher Questions and Provocations

• Student inquiries and actions

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• Learning Experiences

• Formative Assessments (Pre- and Post-unit)

• Resources

• Summative Assessment

• Reflection on teaching and learning

These components are described in more detail below:

Component: Description:

Central Idea A one-sentence statement of the intent of the unit. The statement is

open-ended, invites student inquiry and responses, and promotes a conceptual understanding of the unit theme.

For more information, see: http://ibpyp101.pbworks.com/w/file/fetch/105883560/Central_Idea_Ch ecklist.pdf

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Component: Description:

Transdisciplinary Themes

Updated Wednesday, August 1, 2018 27 Outlines the knowledge and concepts to be taught over time, and addresses the skills and attitudes to be developed across all subject disciplines. Each Unit of Inquiry will address at least two of the themes.

Themes include:

• Who We Are

• Where We Are In Place and Time

• How We Express Ourselves

• How the World Works

• How We Organize Ourselves

• Sharing the Planet

For more information, see: https://www.westlakeacademy.org/apps/pages/index.jsp?uREC_ID=31 7032&type=d&pREC_ID=1033926

Key Concepts The "Big Ideas" that drive the Unit of Inquiry. These include:

• Form – What is it like?

• Function – How does it work?

• Causation – Why is it the way it is?

• Change – How is it changing?

• Connection – How is it connected to other things?

• Perspective – What are the points of view?

• Responsibility – What is our responsibility?

• Reflection – How do we know?

Lines of Inquiry Questions generated by the teacher and students that guide the scope

of and research for the unit.

For more information, see: http://bcsbestyearever.weebly.com/uploads/3/7/7/2/37728865/ib_lines ofinquirychecklist.pdf

Teacher Questions and Provocations

Teacher-led discussion and questioning to guide student inquiry and idea development for the unit.

Student inquiries and actions

Research questions and plans developed by students.

Learning Experiences Research, presentations, field trips, etc. that advance learning in the

unit.

Formative (Informal) Assessments (Pre- and Post-unit)

Writing and research projects, group discussions, quizzes, etc. that check for understanding and direction in research.

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Component: Description:

Resources Defined by students and teacher to support research and learning in

the unit.

Summative Assessment

Updated Wednesday, August 1, 2018 28 Each Unit of Inquiry will culminate with a final project (summative assessment), as designed by the faculty team, with input from the students. The project may take the form of a visual/multimedia presentation, a paper, a project, or a group activity. Three times per year, student projects will be presented as part of a formal Project Presentation Night, when families come to hear and see the results of the students' work.

Reflections on teaching and learning

Whole-class and Teaching Team discussions of lessons learned, best practices, future plans for similar units, etc. Conducted at the conclusion of the unit.

Learning goals for the Unit of Inquiry

Students work on projects during the afternoon hours. They are expected to be working on their projects (writing, researching, etc.) for at least 50 minutes per day, or 200 minutes per week. You may need to adjust your schedule slightly on a given day to allow for specialists, school activities, etc.

In most cases, students will work on UI projects in partnerships. In the PYP 1/3, partnerships will usually consist of a third grader and a first grader together. The same expectations for cooperation and support of partners apply for UI projects as in partner work in the morning work time. Occasionally students may work in small groups for the UI project, as determined by the teaching team.

By the end of a Unit of Inquiry, the student should be able to:

• Understand the principles and the concepts of the topic

• Be able to clearly convey what they have learned to others

• Make a formal, independent presentation and answer questions about the topic

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General progression of a Unit of Inquiry

Below is a general "roadmap" of how a Unit of Inquiry will progress. Different types of units and projects will require some variation in this process.

1. First meeting The teaching team begins collaboration and planning for

the Unit of Inquiry. In most cases, the following are completed during this meeting:

Duration of the unit (number of weeks)

Completion of appropriate sections of the IB Planner Template, to include:

• Central Idea

• Lines of Inquiry

• Essential Questions

• Key Concepts

• Summative Assessment plan

• Collaboration on the IB Unit of Inquiry Planning Chart. This chart is completed by the teacher and the class, and is displayed in the classroom throughout the unit.

For more information on the IB Planner, see Appendix B of this handbook.

2. Weekly collaborations The team evaluates and shares learning experiences and

ideas. This helps promote coherency and raises the level of learning within the unit.

3. Sharing of projects Prior to UI Presentation nights, classes will practice their

presentations by sharing their projects with students from other classes.

4. UI Project Presentation

Night -or- Project Presentation

Updated Wednesday, August 1, 2018 29 Three times during the school year, the Unit of Inquiry will culminate in a UI Presentation Night to which parents and families are invited and students make formal presentation of their work. See the following section for more information about the UI Presentation Night.

For other Units of Inquiry, the summative project will be presented in other ways, such as class/school activities, sharing of papers or projects with the class or administration, etc.

5. Reflections on teaching

and learning

Whole-class and teaching team discuss lessons learned, best practices, future plans for similar units, etc. This meeting will also include completion of the appropriate sections of the UI Planning chart, and feedback for teachers from the IB Team Lead.

Section 8: The Units of Inquiry Project Presentation Night (PYP)

Three times during the year, students will participate in a Unit of Inquiry Project Presentation Night. On this night, parents and families will come to school to hear students present what they have learned and created during the Unit of Inquiry.

Preparing students

If students will be giving individual presentations, it is essential that they be well-prepared. Be sure to build time into your schedule for students to practice giving their presentations to each other, and if possible, to another class. Ideally, each student should be able to give a memorized 1-2 minute presentation about their topic. They should practice good posture, using a clear, expressive speaking voice, and should be able to answer any questions their audience may have. Emphasize that the quality of their presentation will be part of their grade for the project.

Student projects must be of the highest quality. Teachers should ensure that:

• All spelling and mechanics are correct in written work.

• All drawings are neatly colored (no scribbling), and outlined in Sharpie.

Setting expectations

Project Presentation night is important for a number of reasons: it allows students to demonstrate and present what they have learned; it helps develop public speaking and presentation skills; and it builds community as students and parents share the evening.

Be sure to set the expectation with your students and their parents that the students are expected to be stationed at their presentation for the ENTIRE activity time, not just for the time during which they present to their own parents. Students should not leave their presentation until the event is over, so that other parents can enjoy all the presentations. Please help parents understand that they will need to arrange the evening's schedule accordingly. This is not a "stop by, then leave" event.

Preparing the room

Depending on the nature of the UI presentations, you may have to reconfigure your classroom, or possibly use another area of the school building for your UI parent presentation night. No matter what, the classroom should be clean and orderly. If parents will be "touring" the classroom, arrange your tables so that the flow of traffic moves easily from one area to another. Make sure there is room for each student to present to at least two people at a time. Chairs may be stacked on one side of the room to allow for traffic flow. In addition to individual student presentations, you may have posters, art, or other items the class has created that are part of the unit displayed in the classroom.

Best practices

Below is a list of general best practices and lessons learned over the last two years of Project Presentation Nights:

• Make sure that you give parents plenty of notice for the date and time of the Presentation Night. Include the date/time in your weekly communication with parents, and send out regular reminders leading up to the event. This allows parents to arrange schedules so that they and their children can attend for the entire activity.

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• Emphasize that participation in Presentation Night is required, unless circumstances can't be avoided. If a student absolutely has to miss Presentation Night, they will give their presentation to the class during the day.

• Try to have projects completely finished at least two days before Presentation Night. This allows for time to practice presentations and tie up loose ends.

• Have students help set up the room on the afternoon of Presentation Night. This saves last- minute rushing.

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Section 9: Dealing with Students

Conduct with children

Teachers and staff are expected to maintain the utmost professionalism and high standards of conduct with all students, at all times. Your behavior is a model for your class, and for all other students who see you throughout the day. Your first priority in every situation is the safety and well- being of your students. Your example of integrity, positivity, and love of learning will set the tone for your classroom and for the entire school community. Please make sure that your conversations with students, aides, other teachers, parents, etc. are always appropriate and positive. Never let a child hear (or overhear) you say anything that you wouldn't say in front of a parent or administrator. Never belittle or shame a child. If you need to discuss a child's behavior, home situation, etc., with another adult, have the conversation when children are not present. If you have an issue with another staff member, please meet with the administration to discuss your concerns; do not have these types of conversations in front of children, where children might overhear, or with anyone else who should not be privy to the conversation.

Child safety

The safety of our students is our number-one priority. When you are with your students, their safety must be the main focus of your attention.

Leaving your class

• Never leave any group of students alone. If you have to leave your classroom for a very brief time (less than ten minutes), a parent volunteer can supervise. In any other instance, an Alturas staff member must be with your class.

• If you are having a small group of students working together outside the classroom, they must be supervised by an Alturas staff member.

Crossing to the playground

• Students MUST be accompanied by a teacher or aide when crossing from the school building to the playground. Train your students that they must stop at the crosswalk, and receive permission from you or another teacher to cross to the playground.

• Make sure that your students have used the bathroom BEFORE heading out to recess, so that we can limit the number of children crossing back into the building. If a child does need to cross back, they must receive permission from, and be observed by a teacher.

On the playground

• When you are at recess with your students, please move around the playground to monitor activities. Try to avoid staying in one place, or spending too long in conversation with colleagues or parents. Please DO NOT use your cell phone unless it is an emergency.

• As with any other area in the school, students are expected to be polite, kind, and respectful on the playground. They need to show good sportsmanship and sharing. They need to take care of the equipment and the environment.

• Please discuss proper playground behavior with your class often, and monitor their actions on the playground. If a child gets hurt, we want to be able to have accurate information about what happened; please be attentive!

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In the hallways

• When you are in the hallways with your class, they do not need to be in a straight line, but they must be moving quietly and respectfully. Make sure you can see the entire class.

• Voice levels in the hallway should not be above a Level 2. Students should be aware of other classrooms they may be passing, and not cause a disruption.

• Students should walk (not speed walk), and keep hands and feet to themselves.

• Be sure to PRACTICE these procedures with your class. If they don't get it right the first time, they go back and practice again.

Getting on and off the bus

• Students need to be careful and respectful when getting on and off the bus. Help them remember to follow the bus driver's directions, and be aware of others and their surroundings at all times.

• Regularly review the bus rules with your students, especially at the beginning of the year.

Behavioral expectations

In class

• Use voice levels that are appropriate to the activity. In general, voice levels in class should be at Level 1.

• Students need to respect themselves, others, and you in their actions, conversation, and their work.

• Emphasize that your classroom is a community, where everyone feels safe and appreciated.

• Coats may not be worn during class. Students may bring a sweater or sweatshirt to wear if they are cold during class.

• Hats may not be worn in class.

• During class, backpacks are hung up, and zipped closed.

• Water bottles may be used in class at the teacher's discretion. They may only contain water.

• No food or drinks may be brought to the classroom from the lunchroom.

• No tipping on chairs.

• Students may not lie on the floor, even during silent reading.

• No chewing gum.

• Cell phones must remain in backpacks.

In the lunchroom

• Students must maintain a voice Level 2 in the lunchroom, and act appropriately (no bag- popping, bottle-flipping, rude language, etc.)

• No saving seats.

• They must stay seated unless they have permission from the lunch staff.

• They need to follow the lunch staff's directions at all times.

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• They must pick up after themselves, and help as requested by the lunch staff.

• When a child has finished eating and cleaned up, they must stay seated until their teacher comes to pick them up.

In the restrooms

• Help students understand that a trip to the bathroom is just that—a quick trip to take care of business, and return to class. In general, you should only allow one student at a time to go to the bathroom.

• Please remind students to clean up after themselves in the bathroom, to help make our custodians' job as easy as possible, and to show respect for our building.

• If students see or hear something out of place in the bathroom, they should report it to you.

On field trips

• Please remind students that when they are out on a field trip, they are representing our school, and their conduct should reflect that.

• Be sure to review the purpose of the field trip before you leave, and clearly outline your expectations for their behavior.

• Practice the behaviors you expect before you go. If a student is disruptive on a field trip, they may lose the privilege of going on the next one.

• In the PYP, please make sure you have an adult-to-child ratio of 1:6. Keep difficult students in your own group.

Bullying and harassment

Any form of bullying (verbal, physical, online, etc.) is absolutely not tolerated at Alturas. We take every complaint of bullying or harassment very seriously. Please discuss with your class what bullying looks like, and make sure they know that neither you nor the school will tolerate it in any way. Remember that the best way to fight bullying is to set expectations and class climate so that it doesn't occur in the first place. To review the official school bullying policy, please see Section 14 of this guide. Also see the student handbook, available on the Alturas website.

When a child feels sick

If you have a child who is feeling sick, please first make sure that the sickness is "real". For example, does the child just need a break to take a walk and get a drink or use the bathroom? As a general rule, teachers are encouraged to keep children in class unless they have a fever or are feeling like they will vomit. Please try to limit and use your best judgement before sending a child to the office. If you do send a child to the office, the office staff will assume that you have determined the child is sick enough to go home.

Students may not call home during lunch without permission from a teacher.

Help with a disruptive student

If a student is becoming a danger to you, themselves, or other students, call the office using the intercom button next to your door. In an emergency, call a nearby teacher, or evacuate the rest of your class to the hallway while you deal with the disruption.

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Section 10: Dealing with Parents

Communication

• Please communicate frequently with parents. Each week, send a group email to parents with schedule information, general news about the class, reminders, etc.

• If you are having specific academic or behavioral concerns about a student, please contact parents by phone or email within the first two weeks of school, to set up a meeting with parents and administration. Do not let situations get out of hand before contacting parents.

• Remember that the administration is always available to help with parent concerns, meetings, suggestions, etc.

• In any situation, it is vital to have a positive, professional, and collaborative attitude with parents. If a parent has a concern, be sure to listen to them actively and carefully. If necessary, ask for time to solve a problem, gather information, meet with administration, etc. before proposing solutions or making agreements.

• Be sure to keep conversations with and about parents professional and appropriate. Avoid gossip and rumors.

• Be judicious in how much "internal" school information you share with parents. A good rule of thumb: Is this information something the parents need to know?

When to refer a situation to the administration

If you feel you have made a reasonable attempt to address a concern with parents but have not received a solid response, please let the administration know. We are glad to contact and/or meet with parents to support teacher concerns.

Parent conferences

Alturas holds Parent Teacher conferences twice a year, in November and March. Typically, the first conference of the year is a traditional format, and the second conference is student-driven. You will be provided more information and guidance as we get closer to conferences.

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Section 11: Grading in the Primary Years Program (PYP)

Alturas teachers use both formal and informal assessments for student work. Informal checking and monitoring of student work happens throughout the day, as teachers work with groups and individual students. As students are working, teachers may stop a student/partnership to review work criteria and, if necessary, have students erase and start a piece of work over again. Similarly, students compare answers and check for accuracy as they work. Teachers will also use more formal assessments, as included in the math and language curriculum. For IB projects, the summative task(s) will be established by the teaching team during the project planning.

For report cards, teachers will grade each standard that was covered during the grading period. Grades are based on a 1-4 scale, as described below.

Standards-based Grading Scale

Score (grade): Definition:

4 Exceeds expectations; student has shown additional initiative and creativity.

3 Meets expectations for target.

2 Partial mastery of target. Student demonstrates partial understanding, or

can perform portions of the target with assistance.

1 Little or no mastery of target. Student cannot demonstrate mastery, even

with instructor assistance.

Additional information from our parent handbook:

Alturas International Academy will be using standard based grading. A standard based report lists the most important skills students should learn by instructional level in each subject. For example, a second-grade report card might list these skills:

• Writes in a complete sentence

• Uses capital letters, periods, question marks, and quotations marks correctly

• Uses the writing process (prewriting, first draft, revision, and final draft)

The students are working towards skill mastery; therefore, their daily class work will not be graded. Their classroom work is preparing them for assessments. Their assignments are corrected as they work through skills in groups. Therefore, there will be about six grades recorded for each subject. These grades will reflect mainly summative assessment. They will receive a 1-4.

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Entering grades into Infinite Campus

You will enter grades for students in each of the following categories:

• Math

• ELA (Language)

• IB Profiles

• Units of Inquiry

For math and ELA, all standards for the year will be entered into the Infinite Campus system; however, you will only enter grades for standards that were covered during the current term.

1. Open Infinite Campus by accessing the following URL:

https://idcloud1.infinitecampus.org/campus/alturas.jsp

2. Enter your login information and click "Sign in."

3. In the column on the left, click on "Post Grades."

4. In the "Term" drop-down list, choose the term for which you are entering grades.

5. In the "Section" drop-down list, choose the subject and grade for which you are entering

grades.

6. In the "Post by" drop-down list, select "All Standards and Grading Tasks."

You will see the name of the first student in the selected group.

7. Enter a numeric grade for each standard. If the standard has not been addressed during

the current term, choose "NE" (Not Evaluated) for the grade. You can also add comments in the "Report Card Comments field."

8. When you have finished grading all standards for this student, click the "Save" button.

9. Repeat steps 7 and 8 for all students in the current group.

10. Repeat steps 5-8 to complete all grades for all students.

NOTE: If the student is in a below-grade-level group (for example, a 5th grader in the 4th grade math group), enter "2" for all standards. If the student is in an above-grade-level group (for example, a 4th grader in the 5th grade math group), enter "4" for all standards.

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Section 12: Grading in the Middle Years Program (MYP)

Alturas teachers use both formal and informal assessments for student work. Informal checking and monitoring of student work happens throughout the day, as teachers work with groups and individual students. As students are working, teachers may stop a student/partnership to review work criteria and, if necessary, have students erase and start a piece of work over again. Similarly, students compare answers and check for accuracy as they work. Teachers will also use more formal assessments, as included in the subject curriculum.

Grading Scale

Standards indicate what students must learn in each content area every academic year as required by the State of Idaho. Each trimester, students will be graded on multiple standards in each content area. Standards-based grading does not equate to a standard letter grade. At Alturas, the students will be measured throughout the unit on each of these standards. As educators, we are looking to see if they are understanding each individual standard and students will receive a rating for each one.

Standards-based Grading Scale

Score (grade):

Updated Wednesday, August 1, 2018 38 Descriptor

Definition:

6 Outstanding Student's achievement and effort is consistently above

instructional level standards.

5 Meets Standards Student's achievement and effort is consistently meeting

instructional level standards.

4 Progressing Student's achievement and effort often meets instructional

level standards, but student has not yet fully mastered the standards.

3 Needs Strengthening Student is receiving additional support but is not yet meeting

instructional level standards.

2 Support Required Student is currently not able to meet standards without scaffolded support.

1 Intervention Required Student needs a plan of action that involves both home and

school to support academic needs.

N/A Not Assessed Not Assessed or Introduced.

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Entering grades into Infinite Campus

1. Open Infinite Campus by accessing the following URL:

https://idcloud1.infinitecampus.org/campus/alturas.jsp

2. Enter your login information and click "Sign in."

3. In the column on the left, click on "Post Grades."

4. In the "Term" drop-down list, choose the term for which you are entering grades.

5. In the "Section" drop-down list, choose the subject and grade for which you are entering

grades.

6. In the "Post by" drop-down list, select "All Standards and Grading Tasks."

7. You will see the name of the first student in the selected group.

8. Enter a numeric grade for each standard. If the standard has not been addressed during the current term, choose "NE" (Not Evaluated) for the grade. You can also add comments in the "Report Card Comments field."

9. When you have finished grading all standards for this student, click the "Save" button.

10. Repeat steps 7 and 8 for all students in the current group.

11. Repeat steps 5-8 to complete all grades for all students.

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Section 13: About Standardized Testing

Standardized testing, while not a complete measure of a student's character or abilities, is an important part of tracking both student progress, and our progress as a school. Test data is reviewed by various groups of Alturas stakeholders, and used as a basis for various determinations that affect many aspects of the school. Therefore, it is important to set a positive, balanced climate and expectations for testing.

Before each of the major standardized tests, the administration will visit each classroom to conduct "Test Talks" to help students be mentally and physically to do their best on the tests. As a teacher, your positive, supportive attitude can make a big difference in a student's testing experience. This section includes test-taking tips and strategies for both teachers and students.

For most tests, teachers will proctor their own classrooms. More training and instructions will be given prior to testing dates.

Tests we use

At Alturas, we use two types of standardized tests, as described below:

NWEA/MAP NWEA: Northwest Evaluation Association

MAPS: Measures of Academic Progress

The testing system used by Alturas to measure student growth. MAP testing is administered twice each year.

For more information, see

https://www.nwea.org/parent-toolkit/

STAR Testing STAR: Standardized Test for the Assessment of Reading

The testing system used by Alturas to measure current levels for student achievement in reading and math. Teachers administer STAR tests every six weeks. Results are sent home to parents. Many teachers also maintain an ongoing STAR score chart for each student, that can serve as a basis for student-teacher collaboration and goal setting.

For more information, see: https://www.renaissance.com/2016/09/09/parents- guide-star-assessments/

ISAT ISAT: Idaho Standards Achievement Test

Each year, students in grades 3-8 and once in high school take the Idaho Standards Achievement Test (ISAT) to determine whether they have achieved the standards for their grade level in English Language Arts/Literacy and Mathematics. The ISAT is administered during the last 8 weeks of the school.

For more information see:

http://www.kunaschools.org/idaho-standards-achievement-test-isat

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Test make-ups and re-takes

In some cases, students will be asked to re-take a test. On instance would be if it is clear to the teacher, that the student guessed on all of the questions, or clearly did not take enough time to complete the test.

STAR tests can be repeated on the same day, to overwrite a previous score. NWEA tests can be re-taken at the discretion of the teacher and administration.

If a student is absent on the day of a test, arrangements will be made for him/her to take the test at a later date.

Testing tips and best practices

Tips for Students

• Get a good night's sleep and eat a good breakfast before the test.

• Before the test, use the bathroom.

• For questions that include a reading passage, read the questions before reading the passage, so you know what to look for.

• Read the question, pointing to each word with your finger

• Think about what the question is asking from you.

• Read all the answers before choosing one.

• Go back to the text to find the correct answer.

• For a multiple-choice question, plug each answer into the question to see which one makes sense.

• Take notes during your test.

• Use the process of elimination.

• Use different strategies to find the answer.

• Take slow, deep breaths.

• Loosen your jaw muscles.

• Take a brain break if you need one.

• Take your time.

• Think positive!

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Tips for teachers

Before the test:

• Make sure that parents are informed of testing schedules well in advance. Encourage parents to make sure their child gets a good night's sleep and eats a good breakfast before the test.

• If you have a student on an IEP, make sure you have consulted with the Special Educators, so you and the child can be ready for any accommodations that will be used.

• Throughout the year, make sure that you are incorporating test-taking vocabulary into your lessons (i.e. "evaluate," "solve," "sum," "product". Here are two helpful websites:

https://www.scholastic.com/teachers/articles/teaching-content/top-10-terms-students- need-know-be-successful-standardized-tests/

https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Common%2 0Core%20Key%20Terms.pdf

• Be aware of common vocabulary words that may appear on a test, and familiarize students with these. Here is a helpful website:

http://www.dummies.com/education/language-arts/vocabulary/vocabulary-for- dummies-cheat-sheet/

• Stress the importance of context clues. When students are faced with an unfamiliar word in a sentence, they should try to infer the meaning of the word from the surrounding words.

• Have a discussion about the fact that they are only expected to do their "best," and discuss what this means.

• Meet with students to review scores and set goals for future tests.

• Discuss why doing well benefits them as individuals, as well as our school community. This will help students understand how important the test is to them individually, as well as for Alturas.

• Provide scratch paper and pencils.

During the test:

• Monitor students closely and provide quiet encouragement.

• Monitor students to make sure they are not going too fast or focusing too long on one question. Stress the idea that finishing first does not necessarily mean that you did the best. Encourage students to work carefully and take their time.

• Make sure students maintain good posture while testing.

• Model absolute integrity—do not help students; quietly state that they need to do their own work, and provide encouragement.

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Section 14: General School Policies and Procedures

NOTE: For additional information about school policies, see the Alturas International Academy Student Handbook at:

https://www.alturasacademy.org/uploads/2017-18%20HANDBOOK.pdf

Monday through Thursday schedule

Our regular school-day schedule (Monday-Thursday) is from 8:15 a.m. until 3:15 p.m. Teachers are required to be in their classrooms no later than 7:45 a.m., and remain in the building until 3:45.

Friday schedule

On Fridays, teachers are required to be in the building from 8:30-2:45, unless otherwise announced.

Faculty meeting is from 12:30-1:30, and individual team meetings are from 1:45-2:45. If you have an item you would like to have on the Faculty meeting agenda, please contact your MYP Coordinator as early in the week as possible.

If you have children who are off on Fridays, please make arrangements for home or daycare. Please do not bring children to school with you on Fridays.

If there is an upcoming Monday holiday, you do not have to be at school on the preceding Friday.

General daily schedule for students

7:45 a.m. 7:55 8:00 11:10 11:45 11:50 3:15 p.m.

Drop-off for students begins

Teachers must be in classrooms

Updated Wednesday, August 1, 2018 43 Bell rings to enter school

Tardy bell rings

A.M. Kindergarten released

P.M. Kindergart en lines up to enter school

P.M. Kindergarten begins

School released

Recess schedule

Please make sure that your class leaves the playground on time, so that students have a smooth transition. Remember that students CANNOT enter the crosswalk to the playground, in either direction, without a teacher's permission.

Please have your students use the bathroom before recess (or on the way), to avoid students crossing back into the building.

MORNING PLAYGROUND SCHEDULE (All recesses are 15 minutes long)

9:15 a.m. 9:30 (PYP13) 9:45 (PYP13) 10:00 (PYP45) 10:15 (PYP45)

Kindergarten (Both classes)

Crose Rigby

Strupp

Papaioannou Summers

Ziel

Dickey Hintze

Robyn Warner

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AFTERNOON PLAYGROUND SCHEDULE

12:55 (PYP45) 1:15 1:30 (PYP13) 1:45 (PYP13)

Dickey

Hintze

Robyn Warner

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Summers

Ziel

Papaioannou

Rigby

Strupp

Lunch schedule

PYP teachers must walk their students to the lunchroom door, and pick them up at the door at the end of lunchtime.

Remind students to walk to the lunchroom, and to maintain a voice level 2 in the hallways.

When students are in the lunchroom, they are expected to treat the lunch staff with respect, and follow all directions given by the staff. Students may not leave their seat, or the lunchroom without permission from the staff. Please discuss this with your students.

LUNCH SCHEDULE

11:15-11:45 11:50-12:20 12:25-12:55

PYP13 MYP PYP45

MYP daily schedule

The MYP daily schedule is as follows:

First hour Second Third Fourth Fifth Sixth Seventh

8:00-8:56 8:58-9:54 9:56-10:52 10:54-11:50 12:22-1:18 1:20-2:16 2:18-3:15

MYP Prep periods:

Bridget (Math)

Diana (ELA)

Reece (I&S)

Rachel (Span.)

Jeff (Design)

Jennifer (Sci.)

Joanne (P.E.)

Shannon (Art)

3 3 2 2 1 4 4 1

Time off

Please check with the office or administration for the personal or other leave for which you are qualified by your contract. Please make arrangements for time off and substitutes as far in advance as possible. Check with the office to complete the appropriate leave form.

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Dress code

In his book Move Your Bus, Ron Clark says, "if you want to earn respect, know that it comes from not only how you perform but also how you look while doing it." Please make sure that your clothing is professional and appropriate every day. Staff may not wear jeans unless previously announced. "Polo" style shirts are allowed. Please do not wear hoodies or sweatshirts.

Arranging for a substitute

Whenever possible, please schedule a substitute in advance of your being out of the building.

If you are ill, ... ___

Leaving your classroom/students unattended

Under no circumstances should you ever leave your class, or any group of your students unattended. If you have to leave your classroom for a very brief time (less than ten minutes), a parent volunteer can supervise. In any other instance, an Alturas staff member must be with your class.

If you are having a small group of students working together outside the classroom, they must be supervised by an Alturas staff member.

Field trips

Field trips are usually planned by and for an entire team level (Kindergarten, PYP13, PYP45, MYP). Field trips must be approved in advance by the administration. Each team level is budgeted for one bussed field trip per year. Other field trips will be within walking distance. Please arrange for a 1-to-6 adult/student ratio for field trip chaperones.

Bullying

Below is the official policy from the Alturas International Academy website. For additional information, see the website at www.alturasacademy.org

Hazing, Harassment, Intimidation, Bullying, Cyber Bullying

The following definitions and procedures shall be used for reporting, investigating, and resolving complaints of hazing, harassment, intimidation, bullying, and cyber bullying.

Definitions

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in Charter School business, such as employees of businesses or organizations participating in cooperative work programs with the Charter School and others not directly subject to Charter School control at Charter School athletic competitions or other school events.

"Charter School" includes Charter School facilities, Charter School property, buses, electronic technology or electronic communication equipment on Charter School computers, networks, or forums and non-school property if the student or employee is at any Charter School-sponsored, Charter School-approved or Charter School-related activity or function, such as field trips or athletic events where students are under the control of the Charter School or where the employee is engaged in Charter School business.

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"Hazing" includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any school-sponsored activity or grade level attainment, such as forced consumption of any drink, alcoholic beverage, drug or controlled substance; forced exposure to the elements; forced prolonged exclusion from social contact; sleep deprivation; or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed or other such activities intended to degrade or humiliate.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written, electronic, or physical nature on the basis of an actual or perceived characteristic, including but not limited to age, race, religion, color, national origin, disability, marital status, gender, gender identity and expression, sexual orientation, physical characteristic, cultural background, socioeconomic status, geographic location, familial status, or weight.

"Harassment, intimidation or bullying" means any act that substantially interferes with or disrupts the educational environment or impinges on the rights of other students at school, a student's opportunities, or performance that takes place on or immediately adjacent to school grounds, school property, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, and that has the effect of:

• Harming a student or damaging a student's property;

• Knowingly placing a student in reasonable fear of harm to the student or damage to the student's property; or

• Is sufficiently severe, persistent, or pervasive so that it creates an intimidating, threatening, abusive, or hostile educational environment.

"Cyber bullying" includes, but is not limited to the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or Web site postings, including blogs through the Charter School's computer network and the Internet, whether accessed on campus or off campus, during or after schools hours or through any private electronic device done when the student is present at school. In the situation that cyber bullying originated from a non-school computer, but has been brought to the attention of school officials, any disciplinary actions shall be based on whether the conduct is determined to be reasonably expected to materially and substantially interfere with or disrupt educational environment of the school or impinge on the rights of other students at school and/or in violation of Charter School policy or state law. In addition, such conduct must also be in violation of a school policy or state law. Administration shall in their discretion contact local law enforcement.

"Intimidation" includes, but is not limited to, any threat or act intended to tamper, substantially damage, or interfere with another's property; cause substantial inconvenience; subject another to offensive physical contact; or inflict serious physical injury on the basis of race, color, religion, national origin, gender identity and expression, or sexual orientation.

Retaliation/False Charges

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

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Confidentiality

It is recognized that harassment, hazing, intimidation, bullying, and cyber bullying is often very distressing for the victim and those who suffer as a result of such actions may be reluctant to make their concerns known. All reasonable steps will be taken to ensure that all inquiries and/or complaints are dealt with allowing for as much confidentiality as can be provided while at the same time allowing for a thorough and appropriate investigation and reporting, where appropriate.

Policy Distribution

Information about this policy must be distributed to the school community annually, including parents, students, and all school personnel. Information about the Charter School's policies and procedures will be included in student orientation material and in the student handbook.

Complaint Procedures

The Principal has the responsibility for investigations concerning hazing, harassment, intimidation, bullying, or cyber-bullying. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

Any student, employee or third party who has knowledge of conduct in violation of this policy or feels he or she has been a victim of hazing, harassment, intimidation, bullying, or cyber-bullying in violation of this policy shall immediately report his or her concerns.

All complaints will be promptly investigated in accordance with the following procedures:

Step I: Any hazing, harassment, intimidation, bullying, or cyber-bullying information (complaints, rumors, etc.) shall be presented to the Principal. Complaints against the Principal shall be filed with the Board of Directors. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step II: The school official receiving the complaint shall promptly investigate or refer the complaint to an appropriate colleague or outside party for investigation. Parents will be notified of the nature of any complaint involving their student. The school official will arrange such meetings as may be necessary with all concerned parties within 2 working days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The school official(s) conducting the investigation shall notify the complainant and parents as appropriate, in writing when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined. Due to the requirements of the Family Educational Rights and Privacy Act, it will often not be possible to provide complainants and parents with detailed information on disciplinary actions taken against another student.

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the Principal.

Step III: If the complainant is not satisfied with the decision at Step II, he or she may submit a written appeal to the Principal or designee. Such appeal must be filed within 7 working days after receipt of the Step II decision. The Principal or designee will arrange such meetings

with the complainant and other affected parties as deemed necessary to discuss the appeal. The principal or designee shall provide a written decision to the complainant's appeal within 3 working days.

Step IV: If the complainant is not satisfied with the decision at Step III, a written appeal may be filed with the Board of Directors. Such appeal must be filed within 7 working days after receipt of the Step III decision. The Board shall, within 5 working days, conduct an informal review at which time the complainant shall be given an opportunity to present the complaint and the Charter School's administration to respond if they so desire. The course and conduct

of this proceeding shall be informal and shall be at the sole discretion of the Board. The Board shall provide a written decision to the complainant within 3 working days following completion of the informal review.

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Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

Documentation and Reporting

Documentation related to the incident may be maintained as a part of the student's education records. Additionally, a copy of all hazing, harassment, intimidation, bullying, or cyber-bullying complaints and documentation will be maintained as a confidential file in the Charter School Office and reported as required by the State Department of Education.

Using the building

If you have a gray key fob, you can access the building any time when the alarm system is turned off. The alarm schedule is as follows:

Monday-Friday: Alarm turns off at 6:30 a.m., and turns on at 10:00 p.m. Please leave the building before 10:00 p.m.

Saturday and Sunday: Alarm turns off at _____, and turns on at 7:00 p.m. Please leave the building before 7:00 p.m.

When you enter or leave the building, please use ONLY the west main door, and make sure the outer door closes completely.

Birthdays

Students are allowed to bring a treat for the class for their birthday. Treats must be store-bought, and pre-wrapped. Please be aware and inform parents of any food allergies in your class. Encourage parents to bring healthy treats, and to schedule the event in advance.

Making copies

There are two copiers in the building, one on each floor. They are available for teacher use any time the building is available. Please be courteous when making large numbers of copies; try to do large jobs after school, or on other "off" hours.

Purchasing permissions and reimbursements

All purchases using school monies must be approved in advance by the administration. This can be done in person, or via email. If you have been approved for a reimbursement, please complete a Reimbursement Form in the office. The school has an Amazon Prime account, which can be used by submitting a list of items to the office.

Using your room intercom

Press the intercom button near your door. Wait for a response from the office, then speak.

Using the performance room

If you would like to use Room 131 (performance room) for a special event, please schedule it at least one day ahead with the office.

Using the gym/gym schedule

The schedule for the gym is as follows. If you want to use the gym at a time when other students are not scheduled to be there, please check with the office ahead of time.

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Custodian duties and schedule

Our custodians are in the building starting at 9:00 a.m. on weekday mornings. Please discuss with your students that part of the students' job as members of the Alturas community is to keep the building as clean as possible, and to treat their surroundings and materials with respect. Custodians are here to maintain the building, not to clean up preventable messes or damage.

Please emphasize cleanliness in all aspects of your classroom. Make sure that the class is neat and clean any time students are leaving to go to another activity. Have students pick up trash, straighten chairs and tables, etc.

Class pets

In order to avoid health, allergy, and liability concerns, class pets are not permitted. If you want to have an animal visit your classroom as part of a lesson or class activity, please check with the administration first.

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Building Evacuation

When is Building Evacuation used?

The building will be evacuated any time there is a clear and present danger posed to staff and students while remaining in the building.

Building Evacuation procedure

1. The fire alarm will signal an evacuation; alternately, a message to evacuate the building

will be broadcast over the intercom. There will be no code phrase broadcasts. The PA announcement will state – "Evacuate the building....... Evacuate the building .... Evacuate the building."

2. Teachers should take their clipboard and proceed as quickly as possible, following the

predetermined route, to move their class out of the building.

3. Teachers should proceed to the pre-determined rally point with their class. Rally points

should be a sufficient distance from the building to assure student safety.

• All adults in charge of students at the time of an evacuation shall remove them from the building at the nearest safe exit. Once out of the building students should be returned to their class rally point and classroom teacher for accounting.

• Students out of the classroom at the time of the evacuation should leave the building at the nearest exit and rejoin their class at the class rally point.

4. Roll will be taken, and positive student accounting completed by the classroom teacher

for their class once students have reached the rally point.

• An 8 1/2 x 11 red card will be displayed if a teacher has encountered a problem, at that point the Office Manager or designee will assess the situation and contact the principal/executive director if necessary. Once all students in a class have been accounted for, the teacher shall display an 8 1/2 x 11 green card.

5. The Office Manager or designee shall take the visitor log as well as the student information

binder and proceed to the predetermined Incident Command Post (ICP).

6. Once all students are evacuated and accounted for, green cards are displayed, the

Office Manager or designee will wait for an all clear from the Principal or designee.

7. The principal and office staff will sweep the building and hallways once students, staff, and

visitors have evacuated to ensure the building is clear.

8. Upon completion of the building sweep and all is clear, the Principal or designee will verify

with the Office Manager or designee that all students, staff, and visitors have been evacuated and accounted for.

9. Once all students, staff, and visitors have been evacuated and accounted for, the

Principal or designee will give the all clear to reenter the building.

10. Students, staff, and visitors will reenter the building using the same exits they used to leave

the building.

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Chain of Command:

Updated Wednesday, August 1, 2018 51 1. Principal/Executive Director

2. Office Manager

3. Special Education Director/Counselor

First Aid Area: West of

playground with Office Manager or designee

Reunification Area:

Home classroom, or current hour class or alternate evacuation area

Incident Command Post Location:

West of playground with Office Manager or designee

Staff Assignments:

Name/Role:

Principal, Food service and appropriate designee will sweep the hallways and classrooms.

Office manager or designee will verify with all the teachers that all students are present and accounted for.

Assembly Point:

Alternate:

In the playground/basketball court or parking lot

1st Presbyterian Church

Individuals needing extra support (12C):

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Shelter in Place

When is Shelter in Place Used?

There are two instances of when a Shelter in Place may be used. The first is when there is a condition outside of the school that may potentially present a threat to the safety of the students and faculty.

The second situation is when emergency responders or building administration need to keep students and staff in their classrooms and away from a specific individual or incident.

During a Shelter in Place, students and teachers continue normal activities in their classrooms. They should not leave their classroom or the office until advised to do so.

No one will be allowed to enter/exit the building during a Shelter in Place

The principal will be responsible for coordinating the Shelter in Place. In case of his/her absence the following designated individual will coordinate:

Office Manager or

Special Education Director or

School Counselor

Shelter in Place procedure

1. The message to put a Shelter in Place will be broadcast over the intercom. There will be no

code phrase broadcasts. The PA announcement will state – Staff, there is a Shelter in Place.

2. Doors equipped with access control the lock down feature will be activated.

3. All students in the building should return to their classroom.

• If the threat is inside the building and students are outside, they will follow their teacher/designee to the alternative evacuation area. Once the teacher has arrived at the alternative evacuation area, he/she will contact the command post.

• If the threat is outside the building and students are outside, they will enter the building and return to the classroom and resume normal activities.

4. Teachers should look in the immediate hallway area for suspicious or unauthorized persons,

and then lock the classroom door.

5. Teachers should report any suspicious activity or unauthorized person to the office.

6. Teachers should conduct roll call and be prepared for further instructions and should

continue the normal educational process.

• Under no circumstance should a classroom door be opened or unlocked during a Shelter in Place. Students will remain in the classroom regardless of schedule/class change until receiving the "All clear" from the principal/designee.

7. Communications will come as quickly as possible from the principal/designee.

8. The Shelter in Place will be terminated by the principal/designee by broadcasting the

phrase: All clear...... All clear....... All clear.

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Chain of Command:

Principal/Executive Director

2. Office manager

3. Special Education Director/School Counselor

First Aid Area: Office Reunification

Area:

Home classroom, or current hour class or alternate evacuation area

Incident Command Post Location:

Office Staff

Assignments:

Name/Role:

Brian and Leslie will conduct the hall sweeps ensuring students are in classrooms and doors are locked.

Aniko will ensure the exterior access doors are in lock down mode.

Assembly Point:

Alternate:

Students should stay in their classrooms or nearest room with a teacher.

Individuals needing extra support (12C):

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Lockdown

When is Lockdown used?

The Lockdown procedure is used when there is an imminent threat inside the building to student and staff safety (for example, an armed individual).

Lockdown procedure

1. The message to lock down will be broadcast over the intercom. There will be no code

phrase broadcasts. The PA announcement will say - Lock down....... Lock down.......Lock down.

2. In the case of doors equipped with access control the lock down feature will be

activated.

3. All students in classrooms should move away from the windows and assume cover out of

sight.

4. Teachers should proceed as quickly and safely as possible to their classroom door and

check the immediate area outside their classroom for students. Students and credential visitors in hallways should be directed immediately to the nearest classroom.

5. Teachers should then lock the classroom door, turn off the lights and lower blinds.

• Teachers should remain calm, reassure students, and maintain silence in so far as possible.

• Under no circumstance should a classroom door be opened during a lock down after being locked.

• Teachers should be prepared to defend their space as necessary based upon assessed threat.

6. Students will remain in the classroom regardless of schedule/class change until receiving

the "All clear" from the principal/designee.

7. Communications will come as quickly as possible from the principal/designee.

8. The Lock Down will be terminated by the Emergency Responders or principal/designee

by broadcasting the phrase: All clear...... All clear....... All clear.

The Emergency Responders or principal/designee will be responsible for coordinating the Lock Down. In case of his/her absence the following designated individual will coordinate:

Office Manager or

Special Education Director or

School Counselor

In case students need to be picked up by parents, students will need to be checked out by a designated parent or guardian before leaving campus. Parents will either check out their student at the office or gym unless otherwise specified.

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Chain of Command: 1. Emergency Responders (if

present) or Principal/Executive Director

2. Office Manager

3. SPED Director or Counselor

     Updated Wednesday, August 1, 2018 55 Reunification Area: Classroom unless

otherwise designated

Incident Command Post Location:

Office or otherwise communicated by Emergency Responders

Staff Assignments:

Name/Role:

Principal or designee will be point of contact for Emergency Responders. Office staff will be available to support Emergency Responders

Assembly Point:

Alternate:

Classrooms unless otherwise designated

1st Presbyterian Church

Individuals needing extra support (12C):

Section 15: About the Alturas International Academy Charter

Why is the charter important?

As an employee of a charter school, it is important to understand the content of our charter agreement with the state of Idaho, and the obligations under which the terms of the charter place us. In 2016, the Charter Commission of the State of Idaho approved a charter for Alturas International Academy. The central points of the charter, which we are bound by state regulations to adhere to, are as follows:

Overview of the Alturas education 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) Programs, 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 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.

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; 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 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. 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 Program 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 Programs, 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.

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• 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 model

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 Alturas International Academy October 6, 2015 Tab 3 17 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 include:

• 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.

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:

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• 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.

IB Programs 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 Programs 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 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.

Our stakeholders

A diverse group of stakeholders are actively involved in the mission and operation of Alturas:

The Board of Directors meets with administration monthly to ensure that procedures are being followed and updated as needed, and that the mission of the school is being upheld at every level. The Board of Directors establishes and ensures adherence to policies and codes of ethics during monthly meetings with administration, and regular interim contact with administration.

The school is also supported by Bluum, a non-profit organization funded by the J. A. and Kathryn Albertson Foundation. Alturas submits academic, financial, and demographic reports to Bluum, which in turn shares that information with the Idaho Charter School Network, whose mission is to promote school innovation across the state. Alturas is one of only eight charter schools that currently meet Bluum's rigorous criteria for support.

Parents are actively involved through the Parent Teacher Organization (PTO), which plans school activities, fundraisers, and other community events. Many parents also volunteer regularly in classrooms, supporting groups of students in all academic areas.

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 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

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peers. They want to replicate this positive educational experience and high-quality education for others in their community.

Parents are involved according to the following guidelines:

Parents will receive written information as each school year begins and any time their child's academic progress or program changes throughout the year.

Parents are 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.

Parents are 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.

Parents are highly encouraged to be involved in the PTO 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 resource.

Parents are highly encouraged to provide an appropriate learning environment at home for study and academic reinforcement.

Parents are highly encouraged to communicate regularly with the school. In turn, the school and the PTO will regularly communicate with parents.

Parents are highly encouraged to attend and participate in the Board of Directors' monthly meetings.

Testing data is actively reviewed, and the information gleaned is applied to instructional procedures and practices. Teachers work to find and fill learning gaps to bring students to grade level in all facets of a subject.

Teachers are evaluated using the Danielson Framework. The Framework provides the foundation for both teacher self-evaluation and evaluation by administrators. Evaluations are focused on the four domains as defined by Danielson: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework is also used as the foundation of the school's mentoring and coaching program, so that expectations and goals are uniform across grades and subjects.

Teachers participate in weekly training and collaboration meetings. These meetings include best practices training, collaboration on curriculum, discussion of student and faculty concerns, goal setting, etc.

Teachers are required to provide regular feedback (email, phone calls, etc.) to parents about student progress, learning plans, and other projects. School administrators work closely with teachers and parents to address concerns and meet student needs.

Teachers meet regularly with parents to discuss concerns and plans for maximizing student success.

School administrators maintain an "open door" policy with parents and other stakeholders to discuss concerns and ideas for improvement.

Students are taught and encouraged to be committed stakeholders in their own education, the quality of their classroom community, and in the success of the school as a whole.

To access the full text of the Alturas International Academy Charter, see:

https://chartercommission.idaho.gov/schools/Alturas-International-Academy/AIA%20Updated%20Charter%20as%20ammended%207_20_17.pdf?cache=1531369996 318

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Section 16: Staff Contact Information

Last name: First name: Position: Email:

NOTE: ALL EMAIL ADDRESSES HAVE THE SAME EXTENSION: @alturasacademy.org

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Cell:

Barber Christina Spanish, PYP Christina.barber

Bingham Brian Principal Brian.bingham

Crose Dayna Teacher, PYP1/3 Dayna.crose

Drkula Reece I&S Teacher,

MYP

Reece.drkula

Hartley Leslie Lunch &

Purchasing Manager

foodservice

Hedelius Jacqueline SPED Jacqueline.hedelius

Larson Robyn Teacher, PYP4/5 Robyn.larson

Pappaioannou Robin Teacher, PYP1/3 Robin.pappaioannou

Rathvon Shayne Teacher,

Kindergarten

Shayne.rathvon

Rigby Martha Teacher, PYP1/3 Martha.rigby

Snyder Aniko Office Manager office

Summers Sara Teacher, PYP1/3 Sara.summers

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MYP

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Nielsen Rachel Spanish, MYP Rachel.nielsen

Ball Michelle Executive

Director

Michelle.ball

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Appendix A: Bibliography and Online References

Topic: Books: Online sources:

Team collaboration Pulling Together: 10 Rules for High

Performance Teamwork by John J. Murphy

Move Your Bus by Ron Clark

Student partnerships http://www.gettingsmart.com/2018/01/teaching-students-how-to-work-

together/

*Read the above with an eye to applying the suggestions to partnerships, as well as groups.

Small-group instruction

Updated Wednesday, August 1, 2018 62 Making the Most of Small
Groups: Differentiation for All by Debbie Diller

https://www.edutopia.org/arti cle/5-strategies-deepen- student-collaboration-mary- burns

https://www.edutopia.org/stw -collaborative-learning- college-prep

Growth mindset Mindset: The New Psychology of

Success by Carol Dwight

https://www.edglossary.org/g rowth-mindset/

https://www.mindsetworks.co m/science/

Becoming an effective IB teacher

https://whatedsaid.wordpress.com/tag/ib-learner-profile/

http://blogs.ibo.org/blog/2016/09/02/the-15-habits-of-highly-effective- teachers/

https://www.ibo.org/benefits/the-ib-teaching-style/

Teaching IB profiles https://www.peoriapublicschools.org/Page/9881

https://www.teacherspayteachers.com/Browse/Search:ib%20learner%2 0profiles%20activities

About the International Baccalaureate Program

https://www.whatisib.com/what-is-the-learner-profile.html

https://www.ibo.org/

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Topic: Books: Online sources:

Classroom management

Updated Wednesday, August 1, 2018 63 Setting Limits in the Classroom by Robert J. Mackenzie

Dream Class by Michael Linsin

The Happy Teacher Habits: 11 Habits of the Happiest, Most Effective Teachers on Earth by Michael Linsin

The Classroom Management Secret: And 45 Other Keys to a Well-Behaved Class by Michael Linsin

Classroom Management for Art, Music, and PE Teachers by Michael Linsin

The First Days of School by Harry and Rosemary Wong

https://www.smartclassroomm anagement.com/

Test administration and test-taking

https://www.sadlier.com/school/ela-blog/3-test-taking-strategies-for- elementary-students

Alturas International Academy Charter: Full Text

https://chartercommission.idaho.gov/schools/Alturas-International-Academy/AIA%20Updated%20Charter%20as%20ammended%207_20_1 7.pdf?cache=1531369996318

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Appendix B: Unit of Inquiry Planner

Below is an example of a blank planner for a Unit of Inquiry. Teaching teams will use these planners throughout the Unit of Inquiry cycle. The completed planner is then submitted to the International Baccalaureate administration.

Planning the inquiry

1. What is our purpose?

Class/grade: Age group:

To inquire into the following:

School: School code:

• transdisciplinary theme

Title:

Teacher(s):

PYP planner

• central idea

Date:

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

What lines of inquiry will define the scope of the inquiry into the central idea?

•

•

•

What teacher questions/provocations will drive these inquiries?

© International Baccalaureate Organization 2007

Planning the inquiry

3. How might we know what we have learned?

4. How best might we learn?

This column should be used in conjunction with "How best might we learn?"

What are the learning experiences suggested by the teacher and/or students

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

to encourage the students to engage with the inquiries and address the driving questions?

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

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5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Reflecting on the inquiry

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

What were the learning experiences that enabled students to:

• *develop an understanding of the concepts identified in "What do we want to learn?"*

   • *demonstrate the learning and application of particular transdisciplinary skills?*

• *develop particular attributes of the learner profile and/or attitudes?*

In each case, explain your selection.

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Reflecting on the inquiry

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

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Appendix C: More About IB and the PYP

The text below is taken from: "A Hitchhiker's Guide to the PYP" (Clear Information and Questions about the PYP you may be too confused to ask)

Original Prepared by: Cindy van den Heuve

It provides a more in-depth description of the IB system, and how it applies to the PYP particularly. Some of the information is not applicable to Alturas, but will give you more background.

What does the PYP stand for?

PYP stands for Primary Years Program. It is an international curriculum model and teaching methodology for children aged 3-12 years. It was formulated by the IBO (International Baccalaureate Organization), and is followed by the MYP (Middle Years Program) and later by the DP (Diploma Program).

What is so special about the PYP?

The PYP focuses on the development of the whole child, and provides a framework that can meet a child's academic, social, physical, emotional and cultural needs. It is inquiry based and lends itself to being integrated across the curriculum. Students take ownership of their learning and develop skills and attitudes to help prepare them for life in a global world. The PYP also caters for all the different kinds of learners you get in the classroom. There is literally something for everybody. The PYP also tends to let students get a deeper understanding of the topic. The PYP is great! Once your child has experienced it, their curiosity sparks.

Who or what is the IBO?

IBO stands for International Baccalaureate Organization. It is a non-profit education foundation with its headquarters in Geneva Switzerland. The IBO offers a continuum of education for children aged 3-19 years, through its 3 programs – the Primary Years Program, Middle Years Program and Diploma Program. The focus is on developing international-mindedness and a positive attitude towards learning. Most international schools offer one or more of the IBO Programs. The IBO keep a close watch on their programs, and schools have to go through a strict authorization process, that takes a few years, before they are authorized to offer one of the IB Programs, or advertise themselves as an IB World School.

Why does the IBO take so long to authorize schools?

The authorization process takes from 2-3 years and is very intensive. Schools have to complete very detailed application forms and provide all kinds of information to show that they are providing excellence in education, have organized systems in place, and the money to provide for on-going staff training and to buy the resources needed for the different IBO Programs. In addition, the IBO will send representatives for a Pre-authorization visit and will provide help and support while schools are undergoing their candidate status, on the road to authorization. Schools have to implement the program for at least one year before they can move onto the next stage of the authorization process. As you can see, not just any school can become an IBO World School and be authorized to offer one or more of their programs.

The IBO also does follow up Post-authorization visits to the schools, the first visit being 3 years after authorization and thereafter, every 5 years. During those visits, the IBO evaluate their programs in the school and schools also have to complete a self-study.

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Now that my child is in a PYP School, what does that mean to me?

What it means, is that your child is now on an exciting voyage to a whole new world! More and more international schools around the world are offering the PYP. In addition, some state schools in countries like New Zealand, Australia and the USA are also beginning to implement the PYP. The experience your child will get in a PYP School, will enable them to experience personal growth as they begin to model the skills, attitudes and profile that we want the students to develop! They will be on the road to becoming a World Citizen. Isn't that exciting?

How important is the Student/Learner Profile to the PYP?

The Student or Learner Profile is central to the work of the PYP. It is the end goal, what we are wanting, not only our students, but us to become. So, it is important for the Student profile to be displayed in every class, and for the students to become familiar with the terminology used, and to understand the qualities and values they need to develop. The profile places the focus on the students learning. Can you imagine what a difference to the world our students will make, if they leave our school having achieved this profile? In the PYP Student profile, students are: Inquirers, Thinkers, Communicators, Risk-takers, Knowledgeable, Principled, Caring, Open-minded, Balanced and Reflective.

What is a Program of Inquiry?

The Program of Inquiry for each school shows all the Units of Inquiry that each year level will cover during the year. It is designed to enable teachers to guide students through the five essential elements of learning:

• Understanding of concepts

• The acquisition of knowledge

• The mastering of skills

• The development of attitudes

• The decision to take responsible action

Staff plan together to produce the Program of Inquiry, which is 50% of the curriculum and transdisciplinary. Each class has six units which are planned following the organizing (transdisciplinary themes) and Preschool and Kindergarten choose 4 units for the year.

The transdisciplinary themes are

• Who we are

• Where we are in time and place How the world works

• How we express ourselves How we organize ourselves Sharing the planet.

The Program of Inquiry is reviewed every four years and some units can be changed for the next year.

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What is a Unit of Inquiry?

A Unit of Inquiry is based on one of the six transdisciplinary themes which are outlined in the school's Program of Inquiry. Basically, a Unit of Inquiry should:

• Be a significant, relevant & challenging learning experience built on the prior knowledge of the students

• Involve students in a range of learning activities require students to engage in positive action

• Integrate diverse subject areas whenever meaningful and appropriate

• Incorporate different assessment tools for the learning activities stimulate further inquiry

Through the Units of Inquiry, the classroom will become a center of structured inquiry through which students acquire and practice skills and build new knowledge. The Units of Inquiry are designed to build from one year to the next, as a student progresses through the school. The Units of Inquiry are planned on the set unit plan format given by the IBO.

Integrated? Hasn't that been happening for years?

Not really. There is a big difference between an integrated unit of inquiry and a thematic approach. Most of us have experienced being taught thematically and believed that teachers were integrating the curriculum. Most schools and state education systems moved away from the old fragmented style of teaching years ago. You know, the kind where teachers taught area in a math lesson, then the bell rang and they taught about how the country was colonized in social studies, then the bell rang and they taught magnetism in science, and so on.

There was no connection between curriculum areas. Then everybody went for the thematic approach, where they chose a theme, or the school chose a school-wide theme, and for their planning they drew a mind- map with all the curriculum areas, and brainstormed what activities they could do which relates to the chosen theme in all the curriculum areas. Many of the activities they chose were fun-based and often only tenuously linked to the theme. No inquiry took place and the students only learnt surface facts, but never really got a deeper understanding of the topic.

What is all this stuff about Concepts?

The Concepts are nothing more than 'Big Ideas'. The curriculum framework has been structured around these 'Big Ideas'. The PYP is structured around 8 key concepts which is what drives the inquiry.

They are not the only concepts around, there are others, but these ones have been identified as the major concepts. The 8 Concepts are: Form, Function, Causation, Change, Connection, Perspective, Responsibility, Reflection. They are in the unit planner in the teacher question section. You might be asking, "How do teachers use these concepts to drive my inquiry?" They base their open-ended teacher questions on the concepts. This forms an awesome research tool for the inquiry.

• Form – What is it like?

• Function – How does it work?

• Causation – Why is it like it is?

• Change – How is it changing?

• Connection – How is it connected to other things? Perspective – What are the points of view?

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• Responsibility – What is our responsibility?

• Reflection – How do we know?

How do teachers get the students hooked on the topic?

Some teachers call this stage 'Wondering and Wandering.' Others refer to it as 'Tuning in.' (Murdoch, 1998). Whatever you want to call it, this is the time to set the mood, spark the flame that will ignite into a burning desire to find out all the answers. This stage is important, as if you don't get the student's interested in the unit of inquiry, not much will happen further on. If they have many ESL students in their class, teachers will spend some time building up the vocabulary required for the unit of inquiry. This could be through doing word searches, crossword puzzles, comprehension tests, cloze procedures, or any other vocabulary building activity they can lay their hands on.

Some other strategies for getting students hooked on the topic, are:

• Brainstorming

• Associated word lists

• Card games using the vocabulary from the unit Mind mapping

• 20 Questions – where students have to guess something Role play – interviewing each other about the topic

• Magic Ball – pass a ball around the class, and when a student catches the ball, they have to say something about the topic

• Bingo

• Sequencing pictures about the topic

• Cloze procedure

• Post-a-question box, where students post their questions into a special post box

• Question of the day, choose an open-ended question that students have to think about or write about all day.

• Jigsaw puzzle – cut up pictures to do with the topic, and students have to put them together again.

• KWL

• Topic wheels

• Visual representations – drawings, diagrams, paintings

• Pass the Question – Write a question on a piece of paper, pass it around the class. Each student writes down their answer, and then folds the paper so the next student can only see the question. When everybody has had a turn to answer the question, read out the answers.

• Guest speakers

• Watch videos about the topic

• Students make a background to display their work on.

• Shared reading.

• Interest table.

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How do teachers get them to find out the information?

This is where children need to learn by doing, observing, speaking, listening and writing. Teachers provide the resources; the students find the information.

• Living examples – if the unit is about plants or animals, they try and have the real living things in your classroom.

• Bring in an expert to give a talk. Students can work out beforehand what questions they might like to ask.

• No ready expert handy in our area, use Skype to phone an expert through your computer.

• Class trips

• Experiments

• Watch videos about the topic

• Conduct interviews and surveys

• Write letters to organizations and companies, or important people related to your topic.

• Collect newspaper and magazine articles about the topic.

• Find visual images about the topic

• Fiction and non-fiction books to do with the topic Observations

• Internet /research skills

Now they have the information, what can they do with it?

In the past, we used to think that this would be the end of the unit. The aim was to gather information and collect data, now that's been done, so it's all over and time to move on. Well, there is a little surprise for you, this is where it all begins. Students have to apply the data and information they've gathered and present it in different ways. This is where teachers can get quite creative, as presenting data is not only done in written form. Teachers have various ways in which their students can make sense of what they've learnt and explore their experiences. That way, teachers are able to cater for all the different learning styles. Here are some ideas teachers use:

• Debates

• Role-plays

• Collaborative Projects

• Student initiated presentation "teaching others"

• Talk shows/TV Shows

• Simulation using props

• Exhibition

• Diorama

• Models/Construction

• Art work

• Writing

• Student Museums

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• Design math problems using data

• Research Project

• Photo Journals

• Presentations / technology

How do teachers assess the inquiry?

It is important to set assessment tasks that can be easily managed and easily recorded. Sometimes, the students might go off on a tangent that lends itself to assessment. Teachers are open-minded and flexible and not scared to assess something which happens spontaneously.

If teachers are clear on what they want their students to accomplish by the end of the unit, then assessing the inquiry will be quite simple.

Teachers space their assessment tasks out throughout the unit, so that the data they gather will indicate progress and learning. Different assessment recording methods are:

• Photographic records – these can be used to record the whole process students go through on a particular activity.

• Rubrics – these clearly state the criteria and expectations. Checklist – these can be highlighted when they achieve certain skills, behaviors or knowledge.

• Tests – devised by the teacher and can be oral or written. Self-assessment – this allows the student to reflect on their own learning.

• Group assessments – usually works best with a rubric.

• Peer assessments – can also be used with a rubric or checklist.

• Work samples – teacher writes short notes about the student's progress as shown by that particular work sample.

• Video or Audio Recording – this can then be assessed using a rubric by the student themselves, their peers or the teacher.

• Student portfolio – decide with the student what work will go into the portfolio.

• Anecdotal records – These are particular good to use when you are observing your students at work at any given task, and a really easy way to record an unplanned assessment opportunity.

• Class charts – like the KWL

• Student designed tests

• Surveys

• Developmental continuums – Teachers can plot a student's progress over time

What is meant by taking action?

Taking action is a vital part of the unit, as it demonstrates to students the relevance and purpose of what they've been investigating in the inquiry. It's all about putting back into the community what you got out of it and helping to make the world a better place.

It's a good idea to pose some questions to your child, so that they can come up with suggestions of things they can do to take action. Too often, we think of 'wonderful' ideas that aren't actually age appropriate and are not within their students' capabilities. Don't underestimate your child, they can come up with wonderful ideas!

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So, what kinds of activities can your child do to demonstrate that they are taking action?

• They can put posters around the school, hand out pamphlets or write an article for the school newsletter to advertise their cause'.

• They can turn the classroom into an exhibition and invite the other classes to come inside and take a look.

• They can display their art work or posters in the local library or supermarket noticeboard.

• For environmental topics, they can design a walk and activity sheet for other classes in the school to do.

• Brainstorm and write an action plan.

• Letter writing protesting or offering support.

• Use the internet to join global organizations connected to their topic.

• Contact a local newspaper and get them to do an article on the

• inquiry and what they found out.

• Create a magazine or book about their topic to be kept in the school library.

• Raise funds to donate to their cause.

• Sponsor a child in a third world country.

• Make signs around the school.

• Make a personal pledge that is framed.

Why do we get our students to reflect?

Reflection helps students to assess their work and themselves and helps them to develop a greater understanding of the unit content and the actual inquiry itself. It also helps the teacher, by providing feedback about what worked well in the unit and what didn't work at all. Reflecting on behaviors and actions enables students to understand the impact and make better choices. Some ideas for reflection activities are:

• Design a self-assessment worksheet, which has space for student's reflections – what they enjoyed and were good at, what they didn't enjoy, what they can do better next time, etc.

• Group displays where they share what they've learned with other groups.

• News ring/circle on the mat.

• Class meeting to discuss the unit, and students take turns to take minutes.

• Class diary or learning log.

• Pie charts

• Reflection logs or journals

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Why do teachers have to work on the students Attitudes? Isn't that the parents' job?

Educating a child is a team effort. The parents will work on developing their child's attitudes, and as we are in the business of educating the whole child, we'll also work on developing our students' attitudes. The children spend a good part of their waking day with us, and if we do not try and foster positive attitudes in them, our teaching day may become quite unpleasant. It is our role to design activities that will promote positive attitudes. The Attitudes the PYP focuses on are:

Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect and Tolerance.

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Appendix D: Emergency Procedures

Building Evacuation

When is Building Evacuation used?

The building will be evacuated any time there is a clear and present danger posed to staff and students while remaining in the building.

Building Evacuation procedure

1. The fire alarm will signal an evacuation; alternately, a message to evacuate the building will

be broadcast over the intercom. There will be no code phrase broadcasts. The PA announcement will state – "Evacuate the building....... Evacuate the building .... Evacuate the building."

2. Teachers should take their clipboard and proceed as quickly as possible, following the

predetermined route, to move their class out of the building.

3. Teachers should proceed to the pre-determined rally point with their class. Rally points should

be a sufficient distance from the building to assure student safety.

4. All adults in charge of students at the time of an evacuation shall remove them from the

building at the nearest safe exit. Once out of the building students should be returned to their class rally point and classroom teacher for accounting.

• Students out of the classroom at the time of the evacuation should leave the building at the nearest exit and rejoin their class at the class rally point.

5. Roll will be taken, and positive student accounting completed by the classroom teacher for

their class once students have reached the rally point.

6. An 8 1/2 x 11 red card will be displayed if a teacher has encountered a problem, at that point

the Office Manager or designee will assess the situation and contact the principal/executive director if necessary. Once all students in a class have been accounted for, the teacher shall display an 8 1/2 x 11 green card.

7. The Office Manager or designee shall take the visitor log as well as the student information

binder and proceed to the predetermined Incident Command Post (ICP).

8. Once all students are evacuated and accounted for, green cards are displayed, the Office

Manager or designee will wait for an all clear from the Principal or designee.

9. The principal and office staff will sweep the building and hallways once students, staff, and

visitors have evacuated to ensure the building is clear.

10. Upon completion of the building sweep and all is clear, the Principal or designee will verify

with the Office Manager or designee that all students, staff, and visitors have been evacuated and accounted for.

11. Once all students, staff, and visitors have been evacuated and accounted for, the Principal or

designee will give the all clear to reenter the building.

12. Students, staff, and visitors will reenter the building using the same exits they used to leave the

building.

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Chain of Command:

1. Principal/Executive Director

2. Office Manager

3. Special Education Director/Counselor

First Aid Area: West of

playground with Office Manager or designee

Reunification Area:

Home classroom, or current hour class or alternate evacuation area

Incident Command Post Location:

West of playground with Office Manager or designee

Staff Assignments:

Name/Role:

Principal, Food service and appropriate designee will sweep the hallways and classrooms.

Office manager or designee will verify with all the teachers that all students are present and accounted for.

Assembly Point:

Alternate:

In the playground/basketball court or parking lot

1st Presbyterian Church

Individuals needing extra support (12C):

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Shelter in Place

When is Shelter in Place Used?

There are two instances of when a Shelter in Place may be used. The first is when there is a condition outside of the school that may potentially present a threat to the safety of the students and faculty. The second situation is when emergency responders or building administration need to keep students and staff in their classrooms and away from a specific individual or incident.

During a Shelter in Place, students and teachers continue normal activities in their classrooms. They should not leave their classroom or the office until advised to do so.

No one will be allowed to enter/exit the building during a Shelter in Place

The principal will be responsible for coordinating the Shelter in Place. In case of his/her absence the following designated individual will coordinate:

Office Manager or

Special Education Director or

School Counselor

Shelter in Place procedure

1. The message to put a Shelter in Place will be broadcast over the intercom. There will be no

code phrase broadcasts. The PA announcement will state – Staff, there is a Shelter in Place.

2. Doors equipped with access control the lock down feature will be activated.

3. All students in the building should return to their classroom.

• If the threat is inside the building and students are outside, they will follow their teacher/designee to the alternative evacuation area. Once the teacher has arrived at the alternative evacuation area, he/she will contact the command post.

• If the threat is outside the building and students are outside, they will enter the building and return to the classroom and resume normal activities.

4. Teachers should look in the immediate hallway area for suspicious or unauthorized persons,

and then lock the classroom door.

5. Teachers should report any suspicious activity or unauthorized person to the office.

6. Teachers should conduct roll call and be prepared for further instructions and should

continue the normal educational process.

• Under no circumstance should a classroom door be opened or unlocked during a Shelter in Place. Students will remain in the classroom regardless of schedule/class change until receiving the "All clear" from the principal/designee.

7. Communications will come as quickly as possible from the principal/designee.

8. The Shelter in Place will be terminated by the principal/designee by broadcasting the

phrase: All clear...... All clear....... All clear.

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Chain of Command:

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Principal/Executive Director

2. Office manager

3. Special Education Director/School Counselor

First Aid Area: Office Reunification

Area:

Home classroom, or current hour class or alternate evacuation area

Incident Command Post Location:

Office Staff

Assignments:

Name/Role:

Brian and Leslie will conduct the hall sweeps ensuring students are in classrooms and doors are locked.

Aniko will ensure the exterior access doors are in lock down mode.

Assembly Point:

Alternate:

Students should stay in their classrooms or nearest room with a teacher.

Individuals needing extra support (12C):

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Lockdown

When is Lockdown used?

The Lockdown procedure is used when there is an imminent threat inside the building to student and staff safety (for example, an armed individual).

Lockdown procedure

1. The message to lock down will be broadcast over the intercom. There will be no code

phrase broadcasts. The PA announcement will say - Lock down....... Lock down.......Lock down.

2. In the case of doors equipped with access control the lock down feature will be

activated.

3. All students in classrooms should move away from the windows and assume cover out of

sight.

4. Teachers should proceed as quickly and safely as possible to their classroom door and

check the immediate area outside their classroom for students. Students and credential visitors in hallways should be directed immediately to the nearest classroom.

5. Teachers should then lock the classroom door, turn off the lights and lower blinds.

6. Teachers should remain calm, reassure students, and maintain silence in so far as possible.

7. Under no circumstance should a classroom door be opened during a lock down after

being locked.

8. Teachers should be prepared to defend their space as necessary based upon assessed

threat.

9. Students will remain in the classroom regardless of schedule/class change until receiving

the "All clear" from the principal/designee.

10. Communications will come as quickly as possible from the principal/designee.

11. The Lock Down will be terminated by the Emergency Responders or principal/designee by

broadcasting the phrase: All clear...... All clear....... All clear.

The Emergency Responders or principal/designee will be responsible for coordinating the Lock Down. In case of his/her absence the following designated individual will coordinate:

Office Manager or

Special Education Director or

School Counselor

In case students need to be picked up by parents, students will need to be checked out by a designated parent or guardian before leaving campus. Parents will either check out their student at the office or gym unless otherwise specified.

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Chain of Command: 1. Emergency Responders (if

present) or Principal/Executive Director

2. Office Manager

3. SPED Director or Counselor

Updated Wednesday, August 1, 2018 80 Reunification Area: Classroom unless

otherwise designated

Incident Command Post Location:

Office or otherwise communicated by Emergency Responders

Staff Assignments:

Name/Role:

Principal or designee will be point of contact for Emergency Responders. Office staff will be available to support Emergency Responders

Assembly Point:

Alternate:

Classrooms unless otherwise designated

1st Presbyterian Church

Individuals needing extra support (12C):

Teacher Inventory

run on 12/17/2018

Teacher Inventory   Date(s): 12/31/1969 - 12/31/1969   1 survey(s) 18 response(s)

Report Filters

School: N/A	**Role:** Teacher	**Subject Taught:** N/A
Gender: N/A	**Education:** N/A	**Tag:** N/A
Race: N/A	**Term:** N/A	
Ethnicity: N/A	**Grade Taught:** N/A	

Teacher Inventory   Date(s): 12/31/1969 - 12/31/1969   1 survey(s) 18 response(s)

AdvancED Certified Content

Demographics   Number of Responses | Percentages of Total Responses

1. Gender

Male   6%

Female   94%

18 respondents

2. Race

White   94%

Two or more races   6%

18 respondents

3. Ethnicity

Not Hispanic or Latino   100%

17 respondents

4. Role

Teacher   100%

18 respondents

5. Education

AIA Charter School Renewal
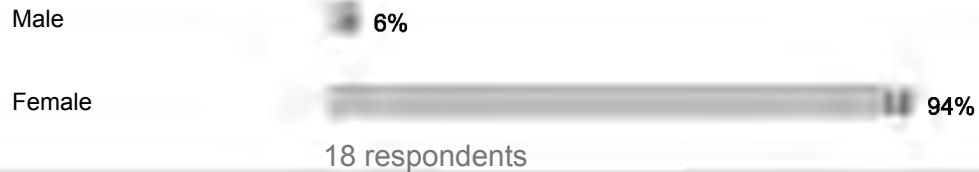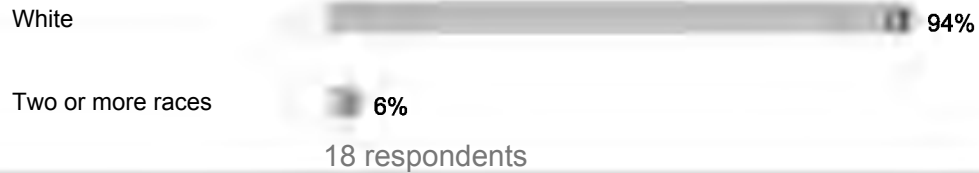
Bachelor's Degree **89%**

Master's Degree **2** **11%**

18 respondents

6. Term

This is my 1st year **56%**

2 years **33%**

3 years **2** **11%**

18 respondents

7. Grade Taught

K **28%**

1st grade **50%**

2nd grade **50%**

3rd grade **50%**

4th grade **39%**

5th grade **39%**

6th grade **44%**

7th grade **44%**

AIA Charter School Renewal

Exhibit K

8th grade   44%

18 respondents

8. Subject Taught

English/Language Arts   71%

Reading   59%

Mathematics   71%

Social Studies   53%

Science   53%

World Language   6%

Fine/Performing Arts   6%

Physical Education   6%

Other   6%

17 respondents

Teacher Inventory   **Date(s):** 12/31/1969 - 12/31/1969   1 survey(s) 18 response(s)

AdvancED Certified Content

C.

1. I base decisions in my classroom on the strategic direction of my school.

Almost always   100%

18 respondents

2. My actions, in and out of the classroom, are aligned to the strategic direction of the school.

Almost always   94%

Often   1 6%
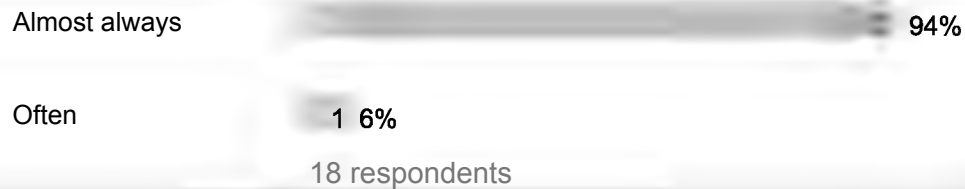
18 respondents

3. I participate in formal professional collaboration with my peers.

Frequently and regularly   89%

Sporadically   2 11%
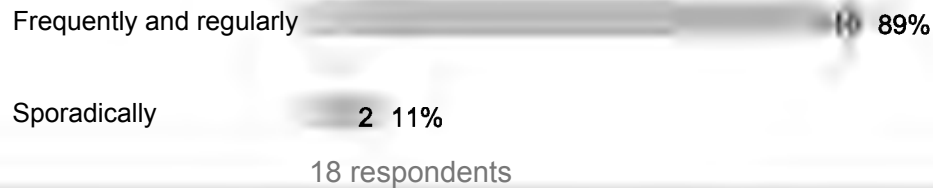
18 respondents

4. My lessons are based on high expectations for students.

Almost always   72%

Often | 28%

18 respondents

5. Learning goals are different for each student in my class/course.

Almost always | 44%

Often | 39%

Sometimes | 17%

18 respondents

6. My lessons include opportunities for students to express individual creativity.

Almost always | 39%

Often | 39%

Sometimes | 22%

18 respondents

7. My lessons provide opportunities for students to be actively engaged in their learning.

Almost always | 89%

Often | 2 | 11%

18 respondents

8. I structure lessons, tasks and activities that require students' use of digital tools for learning.

Frequently and regularly | 72%

AIA Charter School Renewal

Exhibit K

Sporadically	2	11%
Regularly but not frequently	2	11%
Rarely	1	6%

18 respondents

9. I use student achievement data to modify and adjust materials and lessons for my students.

Almost always	56%
Often	39%
Sometimes	1 6%

18 respondents

10. I design my lessons by first determining the expected outcome.

Almost always	72%
Often	28%

18 respondents

11. I provide exemplars for my students.

Frequently and regularly	61%
Sporadically	22%
Regularly but not frequently	17%

18 respondents

AIA Charter School Renewal

Exhibit K

12. I use formative assessments to monitor student progress.

Frequently and regularly   **94%**

Sporadically   **1 6%**

18 respondents

13. I use a formal, two-way process to communicate with the parents, families and/or legal guardians of my students.

Frequently and regularly   **89%**

Sporadically   **1 6%**

Regularly but not frequently   **1 6%**

18 respondents

14. Students in my class have formal opportunities to develop positive relationships with their peers and/or adults.

Frequently and regularly   **89%**

Sporadically   **2 11%**

18 respondents

AIA Charter School Renewal
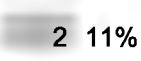
D.

1. I participate in targeted professional learning activities designed to meet the individual needs of my students.
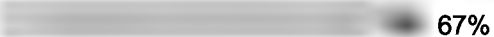
Frequently and regularly		83%
Sporadically	1	6%
Regularly but not frequently	2	11%

18 respondents

2. I provide multiple opportunities for parents, families and legal guardians to engage in meaningful activities that support student success.

Frequently and regularly		67%
Sporadically		28%
Rarely	1	6%

18 respondents

3. I am involved in decisions and actions that impact student achievement and the overall functioning of our school.

Almost always		39%
Often		39%
Sometimes		22%

18 respondents

4. I use a formal process to measure the success of the implementation of curriculum, instruction and educational programs for my students.

Almost always   **50%**

Often   **39%**

Sometimes   2   **11%**
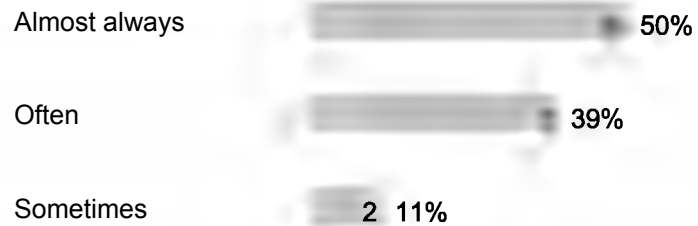
18 respondents

5. I am involved in a formal process to verify the success of programs at my school, which are implemented to meet the educational, emotional and personal success of students.

Frequently and regularly   **44%**

Sporadically   **39%**

Regularly but not frequently   2   **11%**

Rarely   1   **6%**
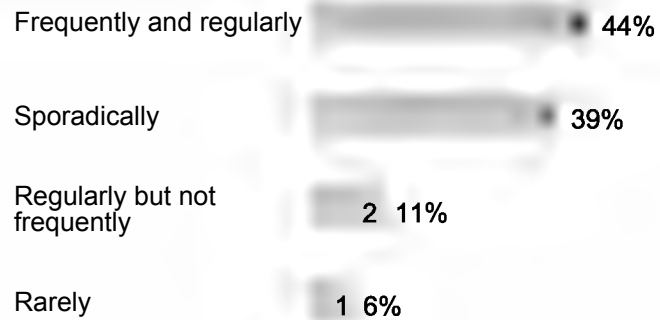
18 respondents

E.

1. I plan lessons that increase students' awareness of and appreciation for other cultures.

Frequently and regularly — 71%

Sporadically — 18%

Regularly but not frequently — 2 12%

17 respondents

2. I have/had access to induction, mentoring and coaching programs designed to meet my individual professional learning needs.

On-going regardless of experience — 88%

Seldom — 2 12%

17 respondents

3. I have ample resources (material, fiscal and personnel) to assist me in meeting the needs of my students.

Almost always — 82%

Often — 2 12%

Sometimes — 1 6%

17 respondents

4. I utilize a formal process to determine the individual learning needs of my students.

AIA Charter School Renewal

Exhibit K

Frequently and regularly **71%**

Sporadically **24%**

Regularly but not frequently **1 6%**

17 respondents

5. I receive formal training in the interpretation and use of student assessment data.

Frequently and regularly **59%**

Sporadically **2 12%**

Regularly but not frequently **29%**

17 respondents

6. I receive feedback from my supervisor regarding my professional performance.

Frequently and regularly **59%**

Sporadically **35%**

Regularly but not frequently **1 6%**

17 respondents

7. I use a variety of assessment types, including locally developed and nationally normed, to assess student understanding of content.

Frequently and regularly **88%**

Rarely **2 12%**

AIA Charter School Renewal

Exhibit K

17 respondents

AIA Charter School Renewal

Personnel   **5340**

Evaluation of Certificated Employees

Alturas International Academy is committed to performance evaluation of school personnel, whatever their category and level, through a formalized system. The primary purpose of evaluation is to assist personnel in professional development and in achieving the goals of Alturas International Academy.

The procedures outlined in this policy apply to certificated personnel. Each certificated staff member shall receive at least two (2) documented evaluations for each annual contract year of employment, the first shall be completed before January 1st of each school year. The second shall be completed before May 15th, of each year. The evaluation model used is based on Charlotte Danielson's Framework for Teaching, these include the four domains as well as the twenty-two components. The evaluations will be differentiated for certificated non-instructional employees and pupil personnel certificate holders aligning with the Charlotte Danielson Framework for Teaching to the extent possible as well as being aligned to the pupil service staff's applicable national standards. The objective measure(s) of growth will be comprised of student achievement using the current and/or immediate past year's data and shall comprise at least forty (40%) of the total written evaluation as well as input from parents/guardians of students.

Purpose
The formal performance evaluation system is designed to ensure teachers:
- Equip students with the skills to acquire knowledge individually and collaboratively.
- Teach students at instructional levels in small group instruction and empower them to grow and contribute to the team setting.
- Facilitate peer mentoring and peer collaboration.
- Facilitate student driven instruction.
- Encourage student participation in curriculum development.
- Assure curriculum is inquiry-based, and assessments reflect the knowledge and skills students have obtained from the curriculum – not the facts they have memorized.
- Facilitate supporting students to:
    - Grow into mentors and teachers by observation, engagement and practice.
    - Mentor in the classroom is essential and supports the growth and development of best practices.
    - Learn students' strengths and needs (and how they change) over time. Teachers observe students and analyze data and implement interventions to address their academic and social needs.
- Receive the professional development required to strengthen their teaching.
- Are aware of their job performance and focus maximum attention on achievement.
- Have an opportunity to discuss job problems and interests with his/her supervisor.
- Use data to drive instruction.

Evaluation Criteria & Sources of Data
An evaluation form will be aligned with minimum State standards and will be based upon Charlotte Danielson's Framework for Teaching. The performance evaluation criteria will be based on the following four domains and twenty-two components:
- Planning and Preparation
    - Demonstrating Knowledge of Content and Pedagogy
    - Demonstrating Knowledge of Students
    - Setting Instructional Outcomes
    - Demonstrating Knowledge of Resources
    - Designing Coherent Instruction
    - Designing Student Assessments

5340 - 1

AIA Charter School Renewal   Exhibit K

- Learning Environment
  - o Creating an Environment of Respect and Rapport
  - o Establishing a Culture for Learning
  - o Managing Classroom Procedures
  - o Managing Student Behavior
  - o Organizing Physical Space
- Instruction and Use of Assessment
  - o Communicating with Students
  - o Using Questioning and Discussion Techniques
  - o Engaging Students in Learning
  - o Using Assessment in Instruction
  - o Demonstrating Flexibility and Responsiveness
- Professional Responsibilities
  - o Reflecting on Teaching
  - o Maintaining Accurate Records
  - o Communicating with Families
  - o Participating in a Professional Community
  - o Growing and Developing Professionally
  - o Showing Professionalism

The evaluation form will identify the sources of data used in conducting the evaluation and will include a section for input received from parents or guardians.

Individualized Teacher Evaluation Rating System - The teacher evaluation rating system will incorporate the following four rankings to differentiate teacher performance:
1. Unsatisfactory
2. Basic
3. Proficient
4. Distinguished

Evaluator
The Principal, or the Principal's designee, shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five (5) years of conducting any evaluations, he/she shall also have the overall responsibility for the administration and monitoring of the Performance Evaluation Program and will ensure the fairness and efficiency of its execution, including:
- Distributing proper forms in a timely manner.
- Ensuring completed forms are returned for filing by a specified date.
- Reviewing forms for completeness.
- Identifying discrepancies.
- Ensuring proper safeguard and filing of completed forms.
- Creating a plan for ongoing training for evaluators and teachers on the Charter School's evaluation standards, forms, and process. The plan will include identification of the actions, if any, available to Alturas International Academy as a result of the evaluation as well as the procedure(s) for implementing each action.
- Creating a plan for ongoing review of Alturas International Academy Performance Evaluation Program that includes stakeholder input from teachers, Board members, administrators, and other interested parties.
- Creating a procedure for remediation for employees that receive evaluations indicating that remediation would be an appropriate course of action.

The Principal or principal's designee is also the employee's "evaluator" and has the responsibility for:
- Continuously observing and evaluating an employee's job performance.

5340 - 2

- Holding periodic counseling sessions with each employee to discuss job performance and give feedback.
- Completing Performance Evaluation Forms as required and report the rankings of individual certificated personnel evaluations to the State Department of Education annually for State and Federal reporting purposes.

Procedures

An Evaluation Form will be completed for each certificated employee. A copy will be given to the employee. The original will be retained by the immediate supervisor. The form is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the immediate supervisor (evaluator) and the employee as to the job description and major performance objectives. Regular classroom observations will be included in the evaluation process.

Counseling Sessions

Counseling sessions between the principal and employees may be scheduled periodically. During these sessions, an open dialogue should occur to allow the exchange of performance oriented information. The employee should be informed of how he/she has performed to date. Where areas of weakness or improvement are noted, the employee should be informed of the steps necessary to improve performance to the desired level. Counseling sessions should include, but not be limited to: job responsibilities, performance of duties, professional conduct and attendance.

Evaluations

Each evaluation shall include a meeting with the affected employee. At the scheduled meeting with the employee, the principal will:
- Discuss the evaluation as well as review the Individualized Professional Growth Plan (IPLP) with the employee, emphasizing strong and weak points in job performance.
- Commend the employee where applicable and discuss specific corrective action as needed.
- Set mutual goals for the employee to reach before the next performance evaluation. Recommendations should specifically state methods to correct weaknesses and/or prepare the employee for future promotions.
- The employee will sign the evaluation form upon receiving a copy and initial after principal's comments.

Personnel Actions

Employees may make any written comments regarding the evaluation and may turn in a written rebuttal of any portion of the evaluation within seven (7) days. If the principal has not received any written rebuttal within seven (7) days, the evaluation will be placed in the employee's personnel file.

Appeals & Remediation

Within seven (7) days from the date of the evaluation meeting with their principal the employee may file a written appeal of any portion of the evaluation form. The written appeal shall state the specific content of the evaluation form with which the employee disagrees, a statement of the reason(s) for disagreement and the amendment to the evaluation form requested. If a written appeal is received by the principal within seven (7) days, the principal may conduct additional observations or investigative activities necessary to address the appeal.

Subsequent to these activities and within a period of ten (10) working days, the principal may provide the employee with a written response either amending the evaluation as requested by the employee or stating the reason(s) why the principal will not be amending the evaluation as requested.

If the principal chooses to amend the evaluation form as requested by the employee then the amended copy of the evaluation form will be provided to and signed by, the employee. The original amended evaluation form will then be placed in the employee's personnel file.

If the principal chooses not to amend the evaluation form as requested by the employee, then the evaluation form (along with the written rebuttal and the principal's response, if any) will be placed in the employee's personnel file.

5340 - 3

The employee may request an audience with the board of directors. The board of directors will be presented a copy of the evaluation form along with the written rebuttal and the principal's response. The Board's decision is final.

Monitoring, Evaluation & Training
The personnel evaluation system will be reviewed annually by the faculty and administration to assess its implementation and effectiveness. Staff will be trained on evaluation standards, the tools to be used for evaluation and the process of evaluation.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Wait List #	Last Initial	First Name	Grade:
1	D	Lincoln	1
2	R	Madelyn	1
3	D	Domenic	1
4	F	Kirsten	1
5	S	Kenyen	1
6	R	Paxton	1
7	H	John	1
8	C	Annika	1
9	R	Lorren	1
10	D	Olivia	1
11	B	Dallas	1
12	D	Henery	1
13	R	Kathryn	1
14	C	Aika	1
15	N	Anjal	1
16	A	Sophia	1
17	C	Jarom	1
18	W	April	1
19	D	Joshua	1
20	R	Maddox	1
21	B	Riley	1
22	F	Philip	1
23	R	Dominic	1
24	M	Tenzylie	1
25	S	Kaclyn	1
26	J	Kingston	1
27	M	Drake	1
28	C	Keahiokalani	1
29	L	Alistair	1
30	G	London	1
31	R	Laurel	1
32	B	Tinley	1
33	S	Maisy Ann	1
34	O	Nicholas	1
35	C	Colten	1
36	S	Tristan	1
37	L	Owen	1
38	C	Kennedy	1
39	H	James	1
40	R	Moraih	1
41	V	Kyra	1
42	D	Cora	1
43	A	Emmett	1
44	K	Elijah	1
45	S	Aiden	1
46	R	Gabriella	1
47	M	Niall	1

Wait List #	Last Initial	First Name	Grade:
48	L	Jalen	1
49	S	Ezra	1
50	A	Isabel	1
51	S	Miles	1
52	R	Isabella	1
53	S	Elizabeth	1
54	G	Aubrie	1
55	B	Asher	1
56	G	Sophie	1
57	B	Madison	1
58	W	Nikolai	1
59	A	Krew	1
60	B	Kassidy	1
61	D	Avery	1
62	F	Nixon	1
63	H	Katelyn	1
64	P	Sebastian	1
65	E	Arrow	1
66	W	Zoey	1
67	C	Jolee	1
68	C	Avery	1
69	H	Myles	1
70	W	Amy	1
71	T	Calen	1
72	C	Kingston	1
73	W	Axel	1
74	C	Isaac	1
75	S	Tristan	1
76	B	Connor	1
77	B	Tyler	1
78	V	Vanessa	1
79	D	Julian	1
80	C	Nikoalai	1
81	M	Emily	1
82	R	Olivia	1
83	H	MaKenna	1
84	J	Abeni	1
85	H	Abigail	1
86	F	Finneas	1
87	F	David	1
88	V	Adelaide	1
89	J	Benjamin	1
90	J	Eli	1
91	D	Julian	1
92	F	Aubree	1
93	H	Caden	1
94	T	Jaxson	1

Wait List #	Last Initial	First Name	Grade:
95	M	Corbin	1
96	W	Amelia	1
97	T	Ava	1
1	O	Jason	2
2	S	Remi	2
3	S	Randy	2
4	M	Mark	2
5	H	Ben	2
6	L	Arthur	2
7	S	Kyler	2
8	G	Tory	2
9	D	Shelby	2
10	K	Hannah	2
11	W	Katelyn	2
12	A	Evan	2
13	W	Skylar	2
14	Y	Jael	2
15	M	Lindi	2
16	P	Macy	2
17	C	Caleb	2
18	D	Aiden	2
19	E	Kellen	2
20	B	Baylee	2
21	P	Jonah	2
22	C	Molly	2
23	B	Charlotte	2
24	M	Kaisley	2
25	P	William	2
26	M	Nicole	2
27	R	Martina	2
28	C	Ilexis	2
29	G	Siya	2
30	B	Corbin	2
31	K	Evelyn	2
32	C	Kenneth	2
33	R	Mazin	2
34	H	Michael	2
35	G	Reagan	2
36	H	Wes	2
37	S	McKenna	2
38	N	Elyse	2
39	C	Hunter	2
40	M	Emry	2
41	R	Marley	2
42	H	Addison	2
43	H	Mason	2
44	C	Archimedes	2

Wait List #	Last Initial	First Name	Grade:
45	S	Aislyn	2
46	S	Madison	2
47	B	Brystal	2
48	W	Everett	2
49	S	Aislyn	2
50	C	Gavin	2
51	B	Mathaeous	2
52	M	Adrianna	2
53	C	Preslee	2
54	G	Madsen	2
55	S	Tavis	2
56	S	Bailey	2
57	C	Shelby	2
58	S	Ivy	2
59	M	Cooper	2
60	B	Maximo	2
61	R	Braden	2
62	P	Matthew	2
63	G	Jaylee	2
64	H	Cole	2
65	C	Adric	2
66	W	Natasha	2
67	T	Chloe	2
68	K	Gavin	2
69	F	Trinity	2
70	D	Mason	2
71	J	Jacob	2
1	S	Jarom	3
2	C	Samantha	3
3	M	Kymira	3
4	J	Jaylee	3
5	G	Isaac	3
6	M	Ciaran	3
7	F	Piper	3
8	Y	Destiney	3
9	S	Kaycen	3
10	A	Ayla	3
11	B	Phillip	3
12	R	Aden	3
13	R	Jason	3
14	S	James	3
15	O	Hailey	3
16	H	Ashlinn	3
17	S	John	3
18	B	Collin	3
19	C	Adam	3
20	D	Ashton	3

Wait List #	Last Initial	First Name	Grade:
21	W	Benjamin	3
22	S	Londyn	3
23	H	Hailey	3
24	J	Cali	3
25	K	Violet	3
26	A	Isabella	3
27	T	Adalynn	3
28	R	Quinn	3
29	B	Rhett	3
30	E	Lexi	3
31	M	Gregory	3
32	G	Cassie	3
33	C	Sophy	3
34	G	Sophie	3
35	P	Adiel Jorge	3
36	C	Kaden	3
37	W	Vincent	3
38	W	Aiden	3
39	W	Xander	3
40	B	Ainzlee	3
41	W	Cage	3
42	M	Oliver	3
43	H	Jonah	3
44	A	Brynlee	3
45	S	Riley	3
46	J	Hunter	3
47	S	Aaden	3
48	M	Tacie	3
49	S	Trenton	3
50	B	Hannah	3
51	M	Max	3
52	C	Spencer	3
53	E	Shaylee	3
1	O	Sophia	4
1	R	Adrian	4
2	C	Eli	4
3	C	Caden	4
4	D	Chase	4
5	L	Ellimere	4
6	R	Emma-1	4
7	M	Annabelle	4
8	M	Emmersyn	4
9	M	Olivia	4
10	C	Zoey	4
11	G	Gracie	4
12	B	McKenzie	4
13	K	Jaxon	4

AIA Charter School Renewal   Exhibit K

Wait List #	Last Initial	First Name	Grade:
14	S	Brooklyn	4
15	M	Chase	4
16	E	Brecklee	4
17	B	Kelsie	4
18	R	Emma-2	4
19	H	Mason	4
20	J	Kate	4
21	B	Callie	4
22	O	Aimee	4
23	W	Julie	4
24	G	Gavin	4
25	C	Elijah	4
26	B	Dreyken	4
27	H	Keelin	4
28	W	Sam	4
29	T	Makio	4
30	B	Tyson	4
31	L	Jordan	4
32	A	Gavin	4
33	J	Lyla	4
34	B	Ashton	4
35	G	Gabriel	4
36	W	Fenix	4
37	M	Austin	4
38	D	Chloe	4
39	J	Remington	4
40	B	Madalyn	4
41	H	Nathan	4
42	R	Maddison	4
43	P	Braxton	4
44	D	Zoey	4
45	O	Brynlee	4
46	B	Don	4
47	B	Don	4
48	S	Brayden	4
49	S	Truman	4
50	M	Jayden	4
51	K	Angela	4
52	G	Sydnee	4
53	L	Amelia	4
54	S	Noah	4
55	B	Journey	4
56	M	Bridger	4
57	J	Braden	4
1	H	Jamison	5
2	T	Alex	5
3	C	Blayd	5

Wait List #	Last Initial	First Name	Grade:
5	B	Keiley	5
5	M	Ryah	5
6	D	Ryder	5
7	N	Addison	5
8	B	Carson	5
9	H	Sam	5
11	N	Jayden	5
12	B	Tyler	5
13	S	Kaleb	5
14	P	Katie	5
15	C	Emarie	5
16	J	Aliyah	5
17	G	Natalie	5
18	A	Martha	5
19	S	Ariyah	5
20	G	Sucelly	5
21	S	Myah	5
22	R	Marisa	5
23	J	Ariana	5
24	B	Daniel	5
25	O	Brigg	5
26	G	Makai	5
27	B	Hudson	5
28	F	Remy	5
29	P	Evani	5
30	F	Damien	5
31	D	Teeson	5
32	P	Brooklynn	5
33	J	Ersinia	5
34	W	Lynette	5
35	B	Natalie	5
36	C	Rachel	5
37	D	Kayla	5
38	M	McKinlee	5
39	K	Weston	5
40	R	Jace	5
1	S	River	6
2	P	Emma	6
3	C	Willow	6
4	W	Haley	6
5	O	Jazmine	6
6	B	Tessa	6
7	M	Krue	6
8	R	Mattia	6
9	F	Lilee	6
10	W	Parley	6
11	W	Makai	6

Wait List #	Last Initial	First Name	Grade:
12	P	Jackson	6
13	M	David	6
14	M	Rowan	6
15	S	Shawn	6
16	M	Julia	6
17	M	Deagan	6
18	V	Geordie	6
19	E	Bridger	6
20	J	Carter	6
21	W	Wyatt	6
22	H	Aiden	6
23	B	Emmitt	6
24	B	Emily	6
25	A	Jayce	6
26	F	Samuel	6
27	W	Nathan	6
28	M	Jessica	6
29	B	Megan	6
30	S	Carson	6
31	H	Jason	6
32	G	Maverick	6
33	H	Braiden	6
34	S	Max	6
35	W	Donivan	6
36	C	Carter	6
37	B	Ava	6
38	S	Landon	6
39	R	Analee	6
40	B	Karter	6
41	H	Tyler	6
42	P	Tzuriel	6
43	B	Marina	6
44	F	Genevieve	6
45	K	Sarah	6
46	F	Errol	6
47	P	Aïda	6
48	Y	Shad	6
49	L	Gavin	6
50	L	coltin	6
51	L	tatianna	6
52	W	Michael	6
53	E	Kelton	6
54	B	Jaden	6
55	L	Carson	6
56	A	Derek	6
1	A	Gavin	7
2	W	Antje	7

Wait List #	Last Initial	First Name	Grade:
3	V	Bryce	7
4	G	William	7
5	R	Carter	7
6	J	Makell	7
7	G	Jay	7
8	S	Birhanu	7
9	V	Danika	7
10	C	Noah	7
11	M	Brinkley	7
12	S	Ryker	7
13	R	JoHanna	7
14	S	Joseph	7
15	F	Gabriel	7
16	J	Violet	7
17	S	Jocelyn	7
18	E	Landon	7
19	O	Karalynn	7
20	A	Kyle	7
21	H	Victor	7
22	R	Jendre	7
23	B	Tarek	7
24	P	nmanuel Ricard	7
25	L	Bryson	7
26	S	Rory	7
27	R	Matthew	7
28	F	Tullamore	7
29	C	Ryan	7
30	L	Jaiden	7
31	K	Charlotte	7
32	L	Ronin	7
33	O	Chase	7
1	F	Millie	8
2	P	Madyson	8
3	Y	Ryker	8
4	G	Andrew	8
5	E	Ashton	8
1	W	Logan	K
2	W	Addison	K
3	E	Leavitt	K
4	D	Ramzi	K
5	L	December	K
6	E	Emerson	K
7	T	Kheno	K
8	C	Ivy	K
9	L	Harrison	K
10	P	Carter	K
11	B	Bentlee	K

Wait List #	Last Initial	First Name	Grade:
12	P	Tori	K
13	Y	Bentley	K
14	K	Mayzie	K
15	T	Lila	K
16	S	Evelyn	K
17	T	Briggs	K
18	M	Cameron	K
19	F	Calvin	K
20	A	Isaac	K
21	P	Surri	K
22	R	Mason	K
23	H	Kinlee	K
24	K	Taylah	K
25	M	Emelina	K
26	W	Sydney	K
27	C	Charlotte	K
28	M	Emerson	K
29	W	Titus	K
30	W	Austin	K
31	C	Wessin	K
32	W	Jackson	K
33	D	Kruz	K
34	M	Waylon	K
35	D	Daniel	K
36	B	Austin	K
37	A	Lydia	K
38	M	Carter	K
39	T	Damon	K
40	H	Rowan	K
41	F	Jack	K
42	H	Colt	K
43	W	Dawson	K
44	R	Macie	K
45	H	Mila	K
46	M	Firestone	K
47	A	Gene	K
48	S	Paisley	K
49	P	Ethan	K
50	G	Theo	K
51	B	Riddick	K
52	C	Tommaso	K
53	M	Maycee	K
54	F	Adisynne	K
55	D	Blake	K
56	B	Leon	K
57	C	Lincoln	K

Daily Schedule:
Math Language

Activity:	Activity:
A-Math/ Math Facts in a Flash	Handwriting
Group Lessons: Journal and Strategies	Group Grammar Lesson
Strategies	Grammar
Math Journal	Newsela
Engage New York	Core Knowledge

ALTURAS INTERNATIONAL ACADEMY

VOICE LEVELS

0	**Silence**	*No sound at all.*
1	**Whisper**	*Only your partner can hear you.*
2	**Table Talk**	*Only your group can hear you.*
3	**Normal Conversation Voice**	*For class discussion.*
4	**Presentation Voice**	*The whole class can hear you.*

Essential Agreements!

Be Nice! *Bella*

Be Respectful *Jade ♡* *Brooklan*
Norah *Elley*
Fiore ♡

Be Responsible *Avie*
Noah *Chrisyla* *Cole*

No Running *Abbe* *Cordelia ♡*
Lillee *Elias*
Daniel

No Inappropriate talk or
Stratton action *Azer* *Logan*
♡ *Spence* *Joci* *sam*

Presence *Tatum* *austin*
Caleb *Scott*
Harper

AIA Orientation Schedule 2018

Monday, August 20				
*** dress code: casual, jeans and t-shirts are ok				
Time	**Theme**	**Activity Details/Description**	**Location**	**Organizer(s)**
8:00 AM – 8:20 AM	Who We Are	Welcome to Alturas International Academy. Mission and vision of the school.	room 132	Michelle and Brian
8:20 AM – 8:30 AM	Where We Are in Place and Time	What questions do we have? Our inquiries-	room 132	Michelle and Brian
8:30 AM – 8:45 AM	Who We Are	Personal Scavenger Hunt	room 132	Diana
8:45 AM – 9:00 AM	How We Organize Ourselves	SPED	room 132	Jacqueline
9:00 AM – 9:20 AM	How We Express Ourselves	Create Essential Agreements to be used at all staff meetings. Introduce Tool Box consider carefully and then write down what helps you learn and what hinders your learning- what makes a successful PD	room 132	Robyn
9:20 AM – 9:50 AM	How We Express Ourselves	Learner Profiles- Read What Ed Said (https://whatedsaid.wordpress.com/tag/ib-learner-profile/)	room 132	Joan
9:50 AM – 10:00 AM		Break		
10:00 AM – 10:30 AM	How We Organize Ourselves	What does an IB classroom look like? What are classroom set-up expectations at Alturas	room 132	Michelle
10:30 AM – 11:15 AM	How the (IB) World Works	Break into PYP and MYP groups. Introduce the PYP and the MYP. **Time to get ready for school with your team.**	PYP: 219 MYP:	Dayna and Reece
11:15 AM – 12:00 PM	Where We Are in Place and Time	Scavenger hunt around the school and the neighborhood, ending up at secret location for lunch	Around the school and the neighborhood	Diana and Brian
12:00 PM – 1:00 PM		Lunch- time for reflections at lunch: pluses and deltas Give homework- bag for three artifacts and notecards to write about them for the Me Museum	at secret location	
1:00 PM – 3:45 PM	How We Organize Ourselves	Time to organize your classroom and get ready for the school year. Possible team meeting time.	Your classroom	you

Tuesday, August 21

*** dress code: casual, jeans and t-shirts are ok

Time	Category	Activity Details/Description	Location	Organizer(s)
8:00 AM – 8:05 AM	Where We Are in Place and TIme	Welcome- review questions see if we answered any of them, any new questions	room 132	Brian and Michelle
8:05 AM – 8:45 AM	Who We Are	3 artifacts- all staff will bring 3 small items from home and place them in a bag. Each person will then take a bag and try to figure out who it belongs to. Set up Me Museum	room 132	Joan
8:45 AM – 9:15 AM	Who We Are	What is your personality/workstyle compass points. How can we work together	room 132	Robyn
9:15 AM – 11:15 AM	How the World Works	**This will be a time to learn about these programs as well as begin to set up your class in these programs**		
		Renaissance --Math	217	Robin
		Renaissance -- Reading	219	Dayna
		Google		Brian
		IXL/NewsELA	207	Robyn/Michelle
		Infinite Campus	225	Martha/Aniko
11:15 AM –11:20 AM		Reflection and exit ticket	room 132	Brian
11:20 AM – 3:45 PM	How We Organize Ourselves	Lunch from the PTO Time to organize your classroom and get ready for the school year. Possible team meeting time.	Your classroom	you

Wednesday, August 22

*** dress code: casual, jeans and t-shirts are ok

Time	Category	Activity Details/Description	Location	Organizer(s)
8:00 AM – 8:15 AM	Where We Are in Place and TIme	Welcome- review FEEL, THINK, BE, HAVE, SAY and DO, review questions see if we answered any of them, any new questions	room 132	Brian and Michelle
8:15 AM – 8:30 AM	How We Organize Ourselves	Visiting the support structure – Who supports me in my learning? Office procedures	room 132	Aniko and Michelle
8:30 AM – 9:00 AM	How We Organize Ourselves	Testing we do and testing schedule, NWEA/MAP, ISAT, Student reports	room 132	Brian
9:00 AM – 9:15 AM	How We Organize Ourselves	Substitutes- how does it work? Start our personal sub binders to be kept in the office	room 132	Aniko
9:15 AM – 12:00 PM	How the (IB) World Works	Break into PYP and MYP groups. **Time to get ready for school with your team.**	PYP: 219 MYP:	Dayna and Reece

Time	Category	Activity Details/Description	Location	Organizer(s)
12:00 PM −1:00 PM		Lunch- on your own		
1:00 PM – 3:45 PM	How We Organize Ourselves	Time to organize your classroom and get ready for the school year. Possible team meeting time.	Your classroom	you

Thursday, August 23

*** dress code: professional dress, ready to meet parents and students

Time	Category	Activity Details/Description	Location	Organizer(s)
8:00 AM – 10:00 AM	How the (IB) World Works	Break into PYP and MYP groups. **Time to get ready for school with your team.**	PYP: 219 MYP:	Dayna and Reece
		If you have additional questions or would like additional help, these people will be available to help you get these programs set up during this time.		
10:00 AM – 12:00 PM	How the World Works	Renaissance --Math	room 217	Robin
		Renaissance -- Reading	room 219	Dayna
		Google		Brian
		IXL/NewsELA	room 207	Robyn/Michelle
		Infinite Campus	room 225	Martha/Aniko
12:00 PM −1:00 PM		Lunch- on your own		
1:00 PM – 2:00 PM	How We Organize Ourselves	Time to organize your classroom and prepare for supply drop off.	Your classroom	you
2:00 PM – 4:00 PM		Bring your school supplies- Students will be bringing supplies and meeting teachers	Your classroom	you

Friday, August 24

*** dress code: casual, jeans and t-shirts are ok

Time	Category	Activity Details/Description	Location	Organizer(s)
8:00 AM – 11:30 AM	How the (IB) World Works	Break into PYP and MYP groups. Introduce the PYP and the MYP PYP- Making sure we are planned and ready for Monday	PYP: 219 MYP:	Dayna and Reece
11:30 AM – 11:55 AM	How We Organize Ourselves	Teachers will sign up for different committees: Pot Luck/Friday Lunch Faculty Newsletter/The Howler Grant Writing Health and Safety Parent Teacher Organization (teacher reps) Technology Community and Service School Improvement/accreditation	room 132	Brian and Michelle

		Data Curriculum (organization)		
11:55 AM −12:00 PM		Reflection and exit ticket	room 132	Brian
12:00 PM −1:00 PM		Lunch- BBQ		
1:00 PM − 3:00 PM	How We Organize Ourselves	Time to organize your classroom and get ready for the school year.	Your classroom	you

Chain of Command:	1. Principal/Executive Director 2. Office Manager 3. Special Education Director/Counselor	First Aid Area:	West of playground with Office Manager or designee	Reunification Area:	Home classroom, or current hour class or alternate evacuation area
Incident Command Post Location:	West of playground with Office Manager or designee	Staff Assignments: Name/Role:	Principal, Food service and appropriate designee will sweep the hallways and classrooms. Office manager or designee will verify with all the teachers that all students are present and accounted for.		
Assembly Point: Alternate:	In the playground/basketball court or parking lot 1st Presbyterian Church	Individuals needing extra support (12C):			

EVACUATION

The principal/designee, staff, and students shall follow District Standard Operating Procedure (SOP) in a building evacuation.

Building Evacuation SOP

1. The fire alarm will signal an evacuation; in the alternative a message to evacuate the building will be broadcast over the intercom. There will be no code phrase broadcasts. The PA announcement will state – Evacuate the building……. Evacuate the building ……. Evacuate the building.
2. Teachers should take their clipboard and proceed as quickly as possible, following the predetermined route, to move their class out of the building.
3. Teachers should proceed to the pre-determined rally point with their class. Rally points should be a sufficient distance from the building to assure student safety.
4. All adults in charge of students at the time of an evacuation shall remove them from the building at the nearest safe exit. Once out of the building students should be returned to their class rally point and classroom teacher for accounting.
5. Students out of the classroom at the time of the evacuation should leave the building at the nearest exit and rejoin their class at the class rally point.
6. Roll will be taken, and positive student accounting completed by the classroom teacher for their class once students have reached the rally point. An 8 1/2 x 11 red card will be displayed if a teacher has encountered a problem, at that point the Office Manager or designee will assess the situation and contact the principal/executive director if necessary. Once all students in a class have been accounted for, the teacher shall display an 8 1/2 x 11 green card.
7. The Office Manager or designee shall take the visitor log as well as the student information binder and proceed to the predetermined Incident Command Post (ICP).
8. Once all students are evacuated and accounted for, green cards are displayed, the Office Manager or designee will wait for an all clear from the Principal or designee.
9. The principal and office staff will sweep the building and hallways once students, staff, and visitors have evacuated to ensure the building is clear.
10. Upon completion of the building sweep and all is clear, the Principal or designee will verify with the Office Manager or designee that all students, staff, and visitors have been evacuated and accounted for.
11. Once all students, staff, and visitors have been evacuated and accounted for, the Principal or designee will give the all clear to reenter the building.
12. Students, staff, and visitors will reenter the building using the same exits they used to leave the building.

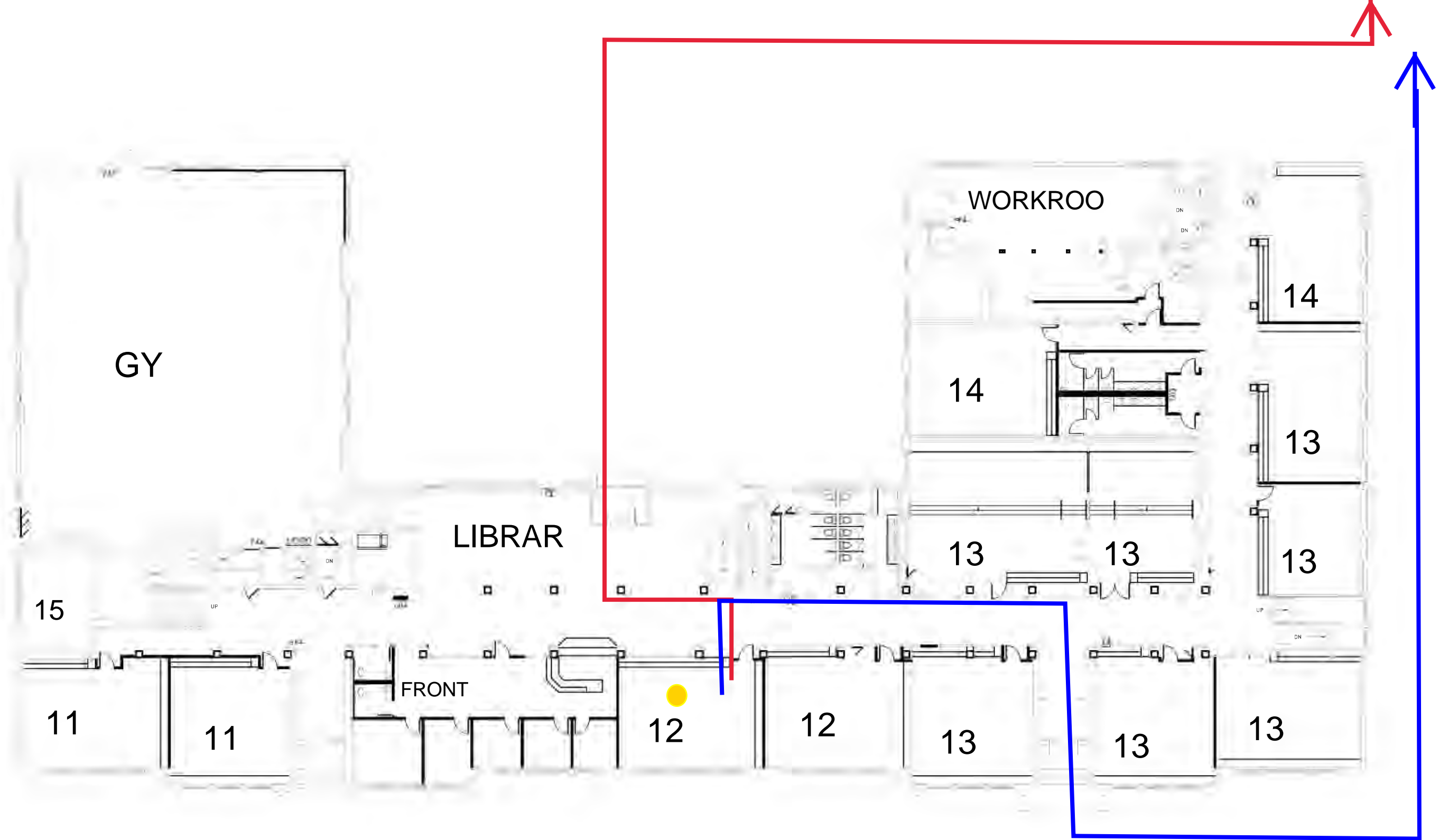| Chain of Command:	1. Emergency Responders (if present) or Principal/Executive Director 2. Office Manager 3. SPED Director or Counselor	Reunification Area:	Classroom unless otherwise designated
Incident Command Post Location:	Office or otherwise communicated by Emergency Responders	Staff Assignments: Name/Role:	Principal or designee will be point of contact for Emergency Responders. Office staff will be available to support Emergency Responders
Assembly Point: Alternate:	Classrooms unless otherwise designated 1st Presbyterian Church	Individuals needing extra support (12C):	

LOCK DOWN

The principle/designee, staff and students shall follow District Standard Operating Procedure (SOP) in a building Lockdown.

Lock down SOP

1. The message to lock down will be broadcast over the intercom. There will be no code phrase broadcasts. The PA announcement will say - Lock down……. Lock down…….Lock down.
2. In the case of doors equipped with access control the lock down feature will be activated.
3. All students in classrooms should move away from the windows and assume cover out of sight.
4. Teachers should proceed as quickly **and safely** as possible to their classroom door and check the immediate area outside their classroom for students. Students and credential visitors in hallways should be directed immediately to the nearest classroom.
5. Teachers should then lock the classroom door, turn off the lights and lower blinds.
6. Teachers should remain calm, reassure students, and maintain silence in so far as possible.
7. Under no circumstance should a classroom door be opened during a lock down after being locked.
8. Teachers should be prepared to defend their space as necessary based upon assessed threat.
9. Students will remain in the classroom regardless of schedule/class change until receiving the "All clear" from the principal/designee.
10. Communications will come as quickly as possible from the principal/designee.
11. The Lock Down will be terminated by the Emergency Responders or principal/designee by broadcasting the phrase: All clear…... All clear……. All clear.
12. The Emergency Responders or principal/designee will be responsible for coordinating the Lock Down. In case of his/her absence the following designated individual will coordinate:
    i. Office Manager or
    ii. Special Education Director or
    iii. School Counselor
13. In case students need to be picked up by parents, students will need to be checked out by a designated parent or guardian before leaving campus. Parents will either check out their student at the office or gym unless otherwise specified.

Chain of Command:	1. Principal/Executive Director 2. Office manager 3. Special Education Director/School Counselor	First Aid Area:	Office	Reunification Area:	Home classroom, or current hour class or alternate evacuation area
Incident Command Post Location:	Office	Staff Assignments: Name/Role:	Brian and Leslie will conduct the hall sweeps ensuring students are in classrooms and doors are locked. Aniko will ensure the exterior access doors are in lock down mode.		
Assembly Point: Alternate:	Students should stay in their classrooms or nearest room with a teacher.	Individuals needing extra support (12C):			

Shelter in Place

The principal/designee, staff, and students shall follow District Standard Operating Procedure (SOP) in a building evacuation.

Shelter in Place SOP

1. The message to put a Shelter in Place will be broadcast over the intercom. There will be no code phrase broadcasts. The PA announcement will state – Staff, there is a Shelter in Place.
2. Doors equipped with access control the lock down feature will be activated.
3. All students in the building should return to their classroom.
    i. If the threat is inside the building and students are outside, they will follow their teacher/designee to the alternative evacuation area. Once the teacher has arrived at the alternative evacuation area, he/she will contact the command post.
    ii. If the threat is outside the building and students are outside, they will enter the building and return to the classroom and resume normal activities.
4. Teachers should look in the immediate hallway area for suspicious or unauthorized persons, and then lock the classroom door.
5. Teachers should report any suspicious activity or unauthorized person to the office.
6. Teachers should conduct roll call and be prepared for further instructions and should continue the normal educational process.
7. Under no circumstance should a classroom door be opened or unlocked during a Shelter in Place. Students will remain in the classroom regardless of schedule/class change until receiving the "All clear" from the principal/designee.
8. Communications will come as quickly as possible from the principal/designee.
9. The Shelter in Place will be terminated by the principal/designee by broadcasting the phrase: All clear…... All clear……. All clear.

The principal will be responsible for coordinating the Shelter in Place. In case of his/her absence the following designated individual will coordinate:

1. Office Manager or
2. Special Education Director or
3. School Counselor

A. There are two instances of when a Shelter in Place may be used. The first is when there is a condition outside of the school that may potentially present a threat to the safety of the students and faculty. The second situation is when emergency responders or building administration need to keep students and staff in their classrooms and away from a specific individual or incident. During a Shelter in Place, students and teachers continue normal activities in their classrooms. They should not leave their classroom or the office until advised to do so. Also, no one will be allowed to enter/exit the building during a Shelter in Place.
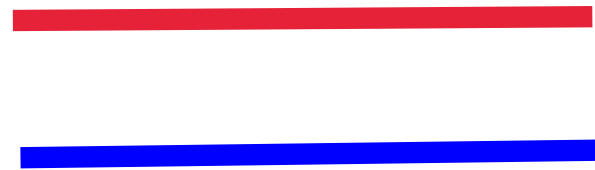
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Primary Evacuation

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Primary Evacuation

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━━━━━━━━━   Primary Evacuation
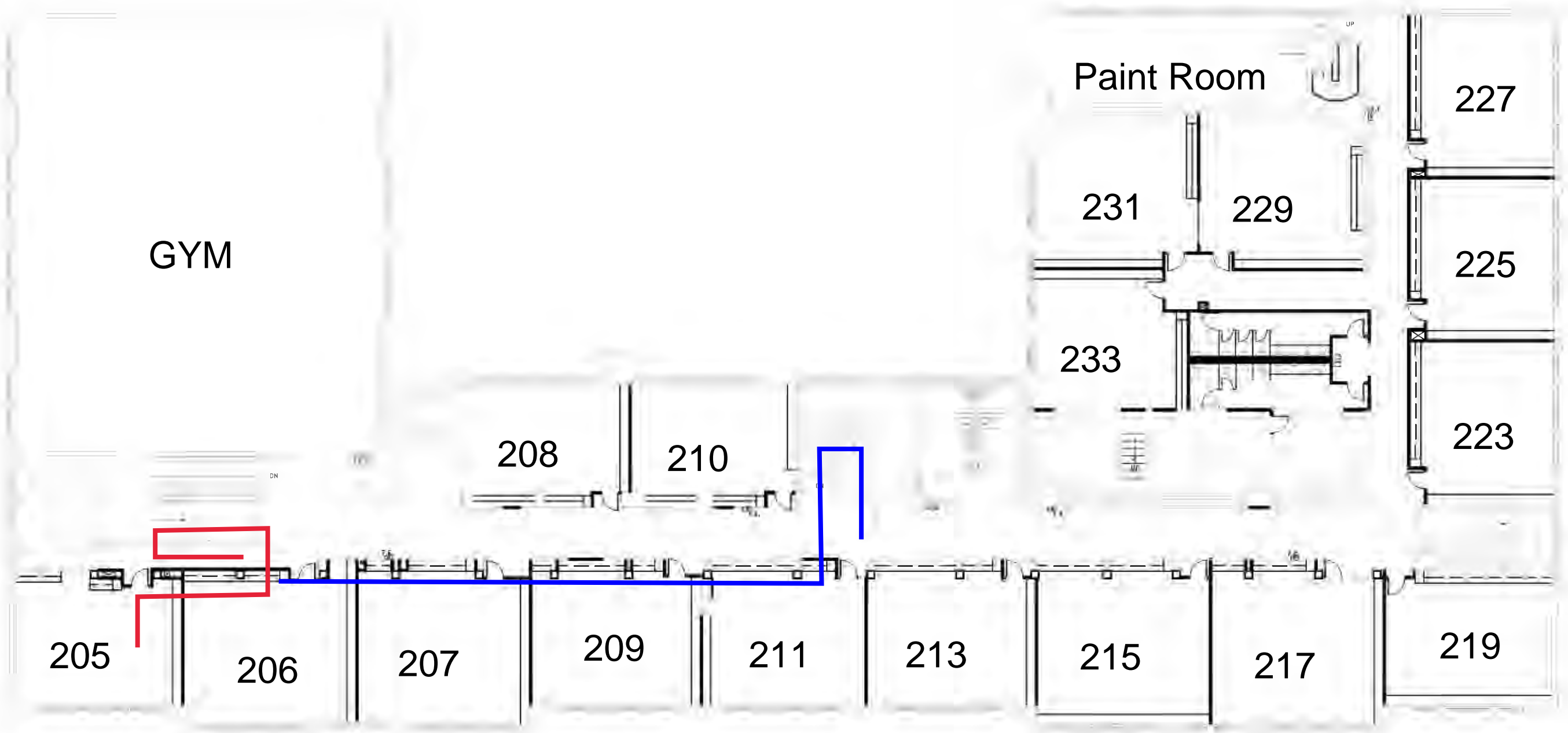
━━━━━━━━━   Secondary Evacuation

erstad
ARCHITECTS
AIA Charter School Renewal

alturas charter school at o.e. bell jr. high building
151 n. ridge ave. idaho falls, ID 83402

SCALE: 1"=20'

main level plan

09.05.2017
Exhibit K

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Primary Evacuation

Secondary Evacuation

erstad
ARCHITECTS

alturas charter school at o.e. bell jr. high building

151 n. ridge ave. idaho falls, ID 83402

AIA Charter School Renewal

SCALE: 1"=20'

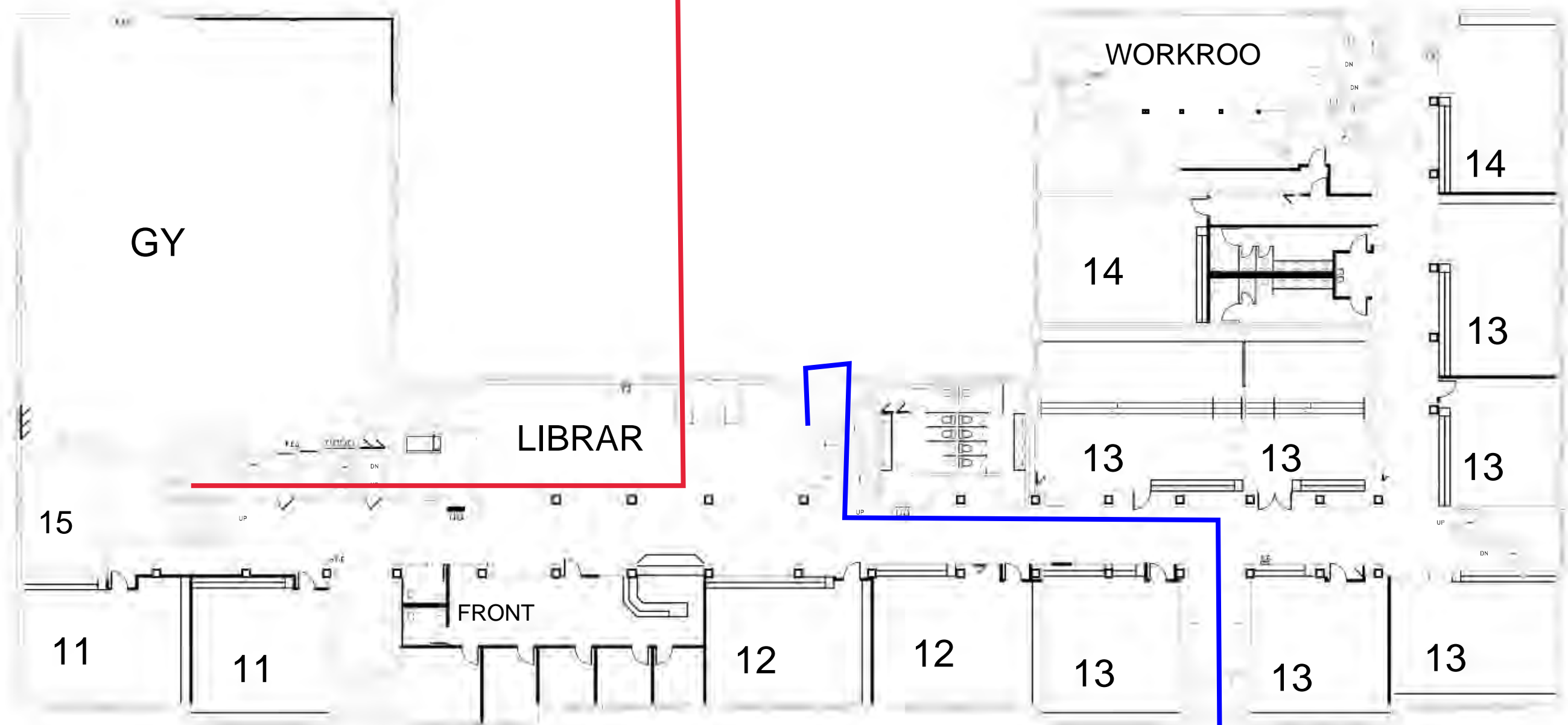main level plan

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Exhibit K

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Primary Evacuation

Secondary Evacuation

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AIA Charter School Renewal
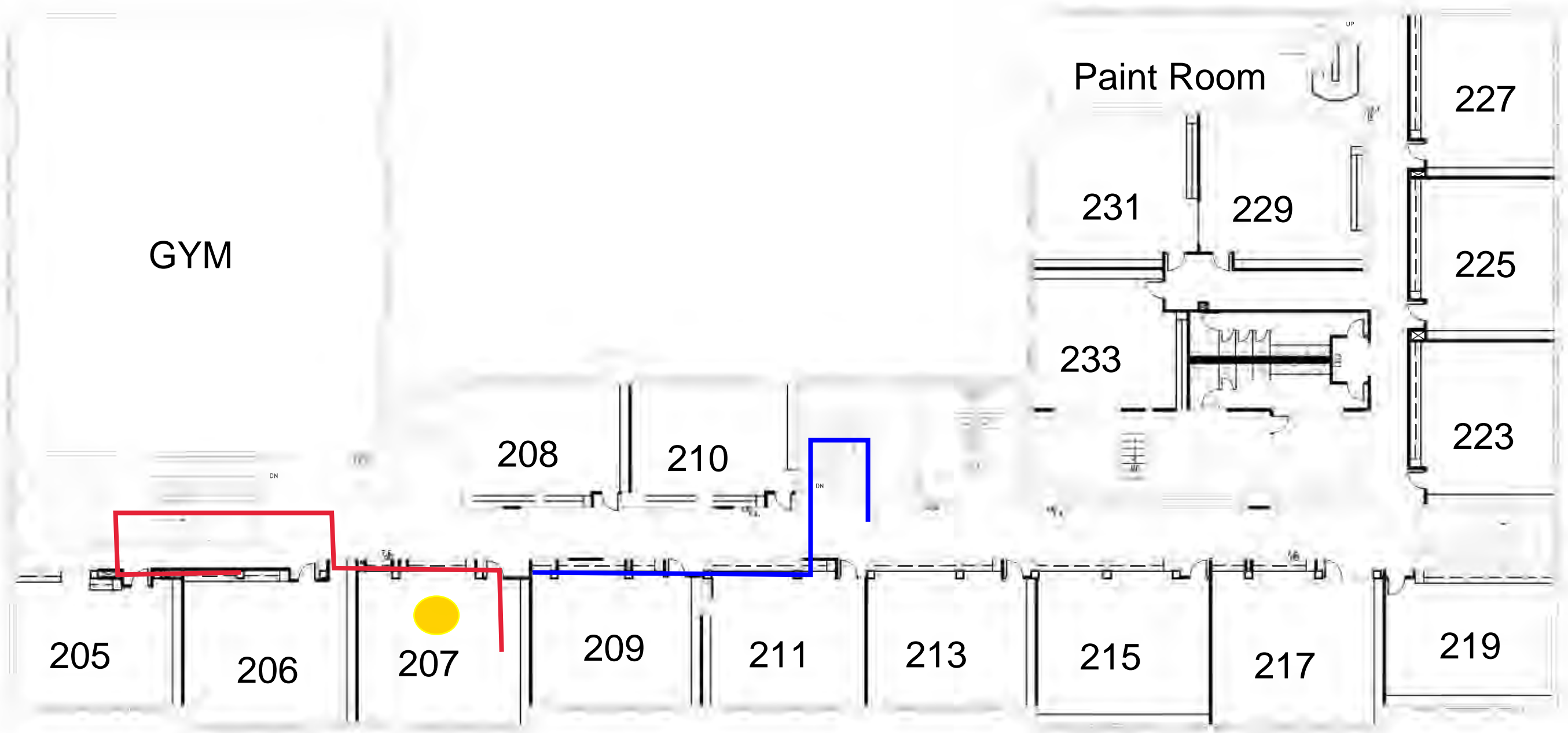
alturas charter school at o.e. bell jr. high building
151 n. ridge ave. idaho falls, ID 83402
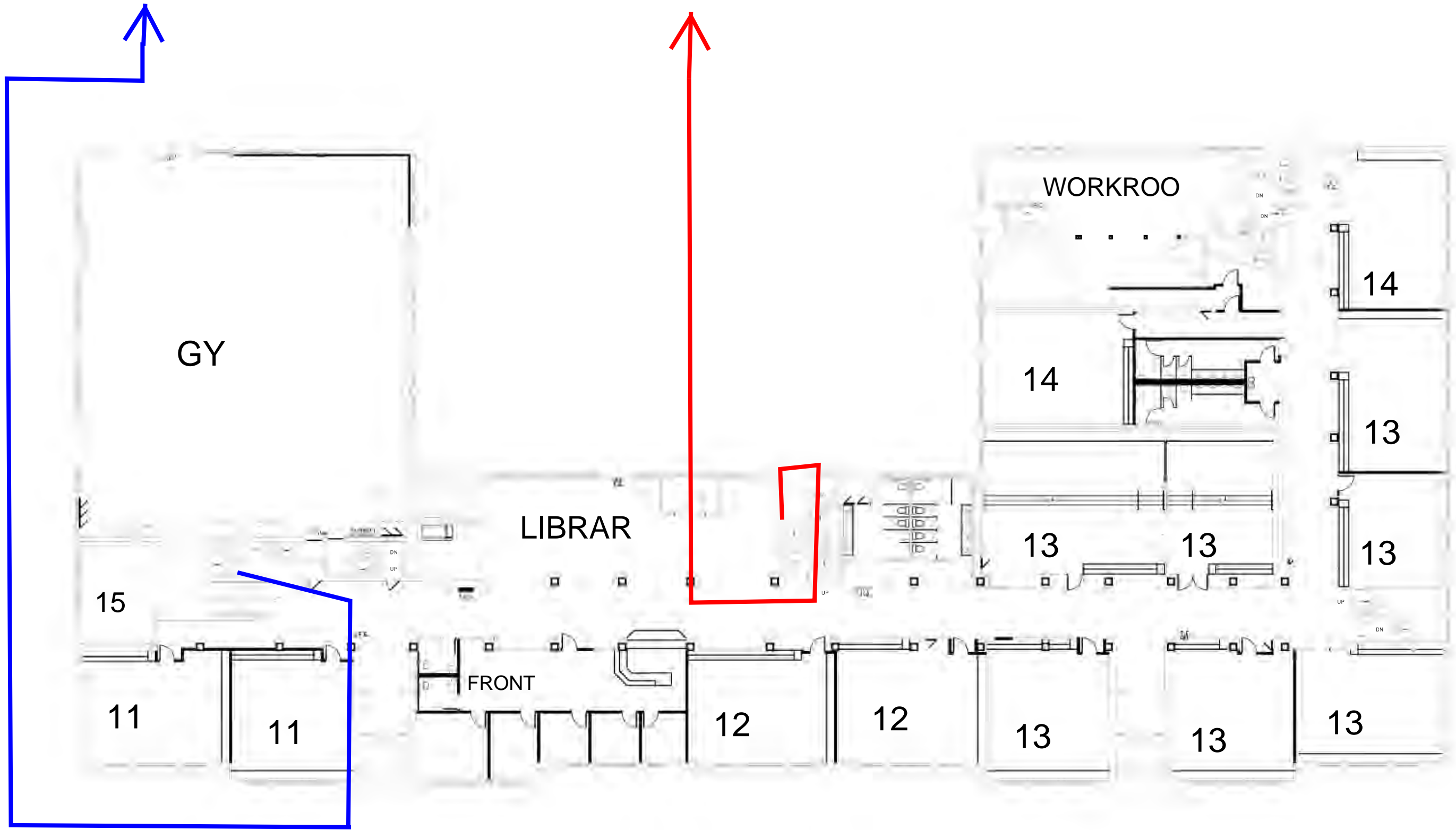
SCALE: 1"=20'

main level plan

09.05.2017
Exhibit K

WORKROO

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Primary Evacuation

Secondary Evacuation

erstad
ARCHITECTS

alturas charter school at o.e. bell jr. high building
151 n. ridge ave. idaho falls, ID 83402
AIA Charter School Renewal

SCALE: 1"=20'

main level plan
09.05.2017
Exhibit K

GYM

Paint Room

227

231   229

225

233

223

208   210

205   206   207   209   211   213   215   217   219

Primary Evacuation Route

Secondary Evacuation Route

erstad
ARCHITECTS

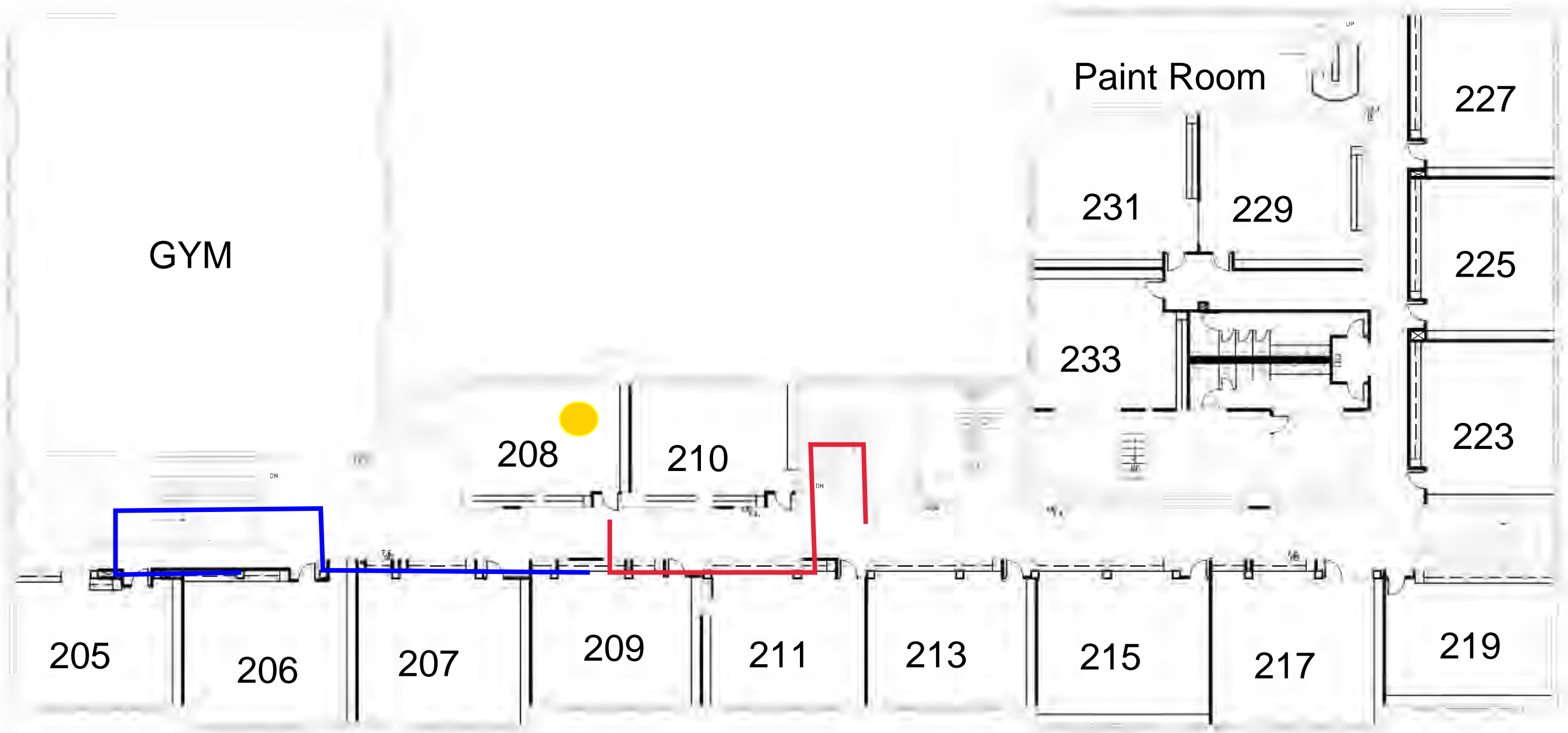alturas charter school at o.e. bell jr. high building
151 n. ridge ave. idaho falls, ID 83402

upper level plan

SCALE: 1"=20'

09.05.2017

WORKROO

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11 11 FRONT 12 12 13 13 13

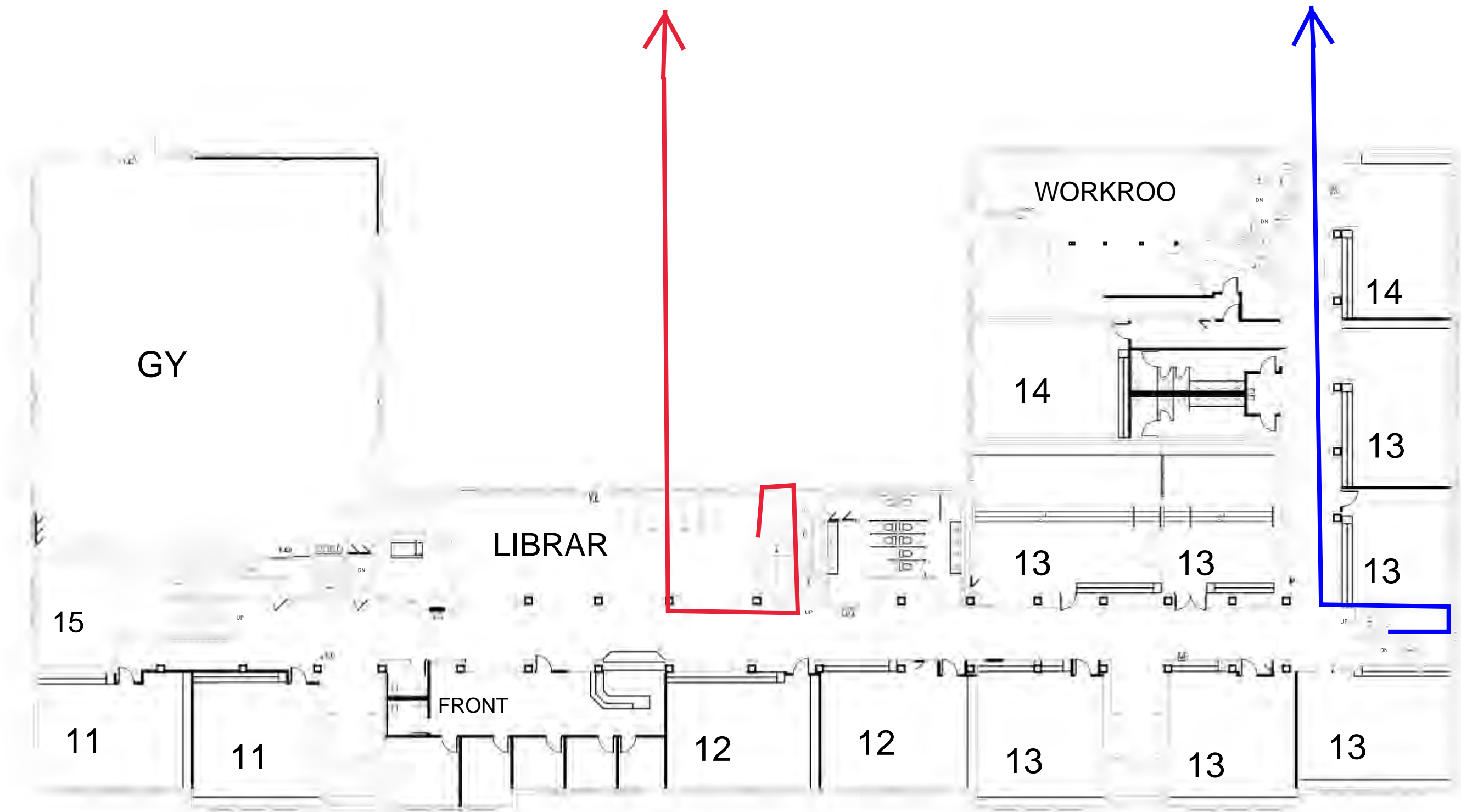——— Primary Evacuation

——— Secondary Evacuation

alturas charter school at o.e. bell jr. high building
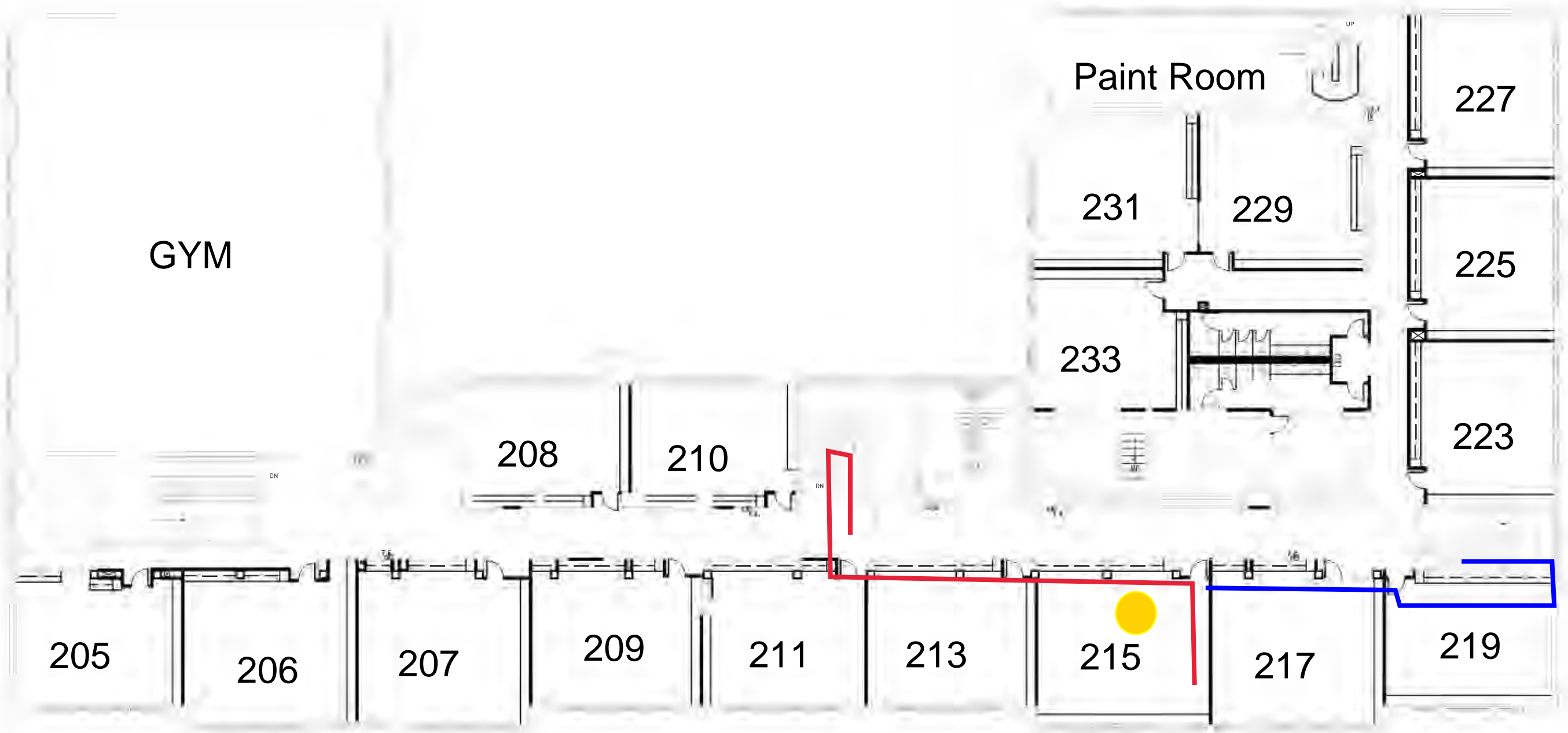
151 n. ridge ave. idaho falls, ID 83402

AIA Charter School Renewal

erstad ARCHITECTS

main level plan

SCALE: 1"=20'

09.05.2017
Exhibit K

GYM

Paint Room

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231   229

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208   210

205   206   207   209   211   213   215   217   219

Primary Evacuation Route

Secondary Evacuation Route

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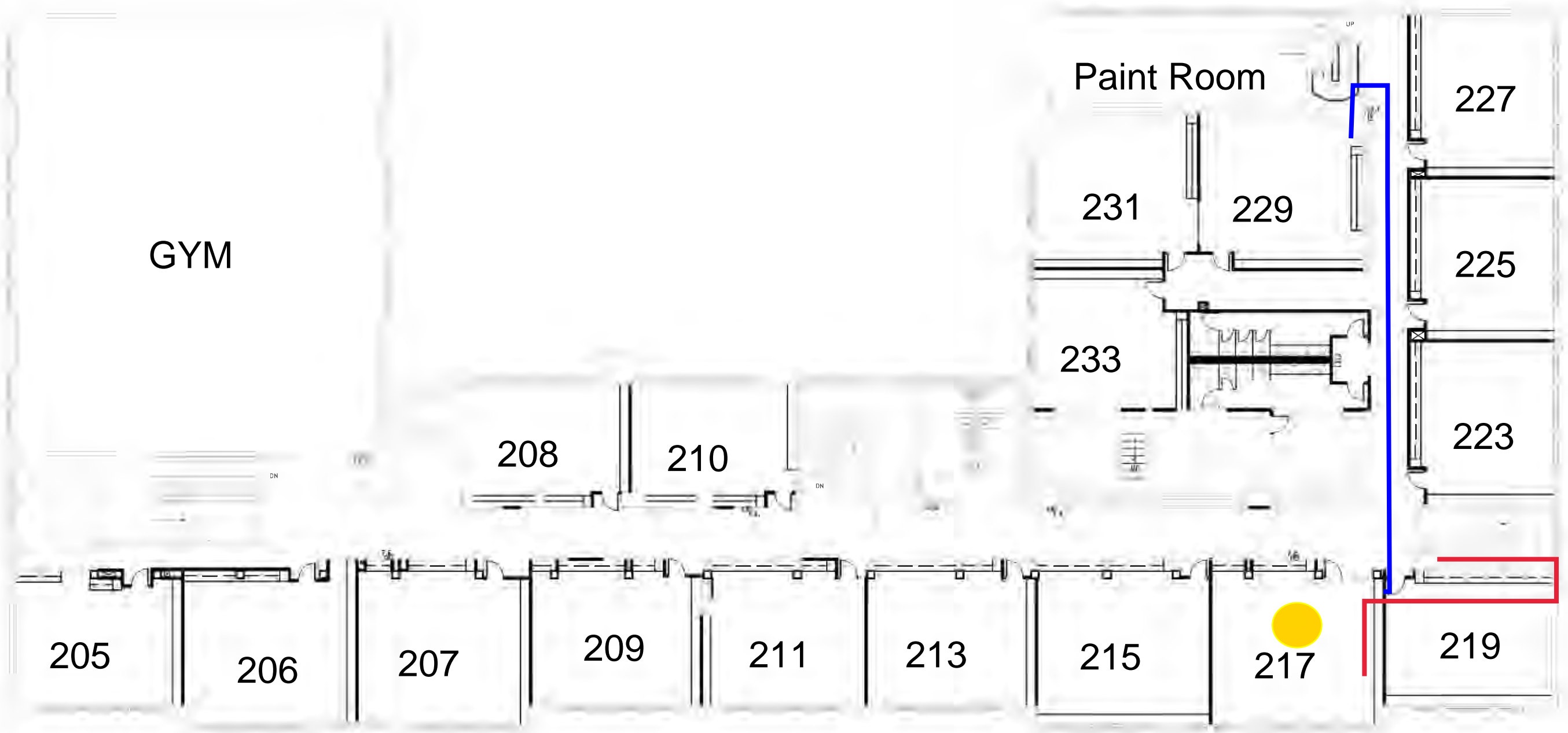ARCHITECTS

alturas charter school at o.e. bell jr. high building
151 n. ridge ave. idaho falls, ID 83402

SCALE: 1"=20'

upper level plan

09.05.2017

AIA Charter School Renewal

Exhibit K

GYM

Paint Room

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Primary Evacuation Route

Secondary Evacuation Route

WORKROO

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— Primary Evacuation

— Secondary Evacuation

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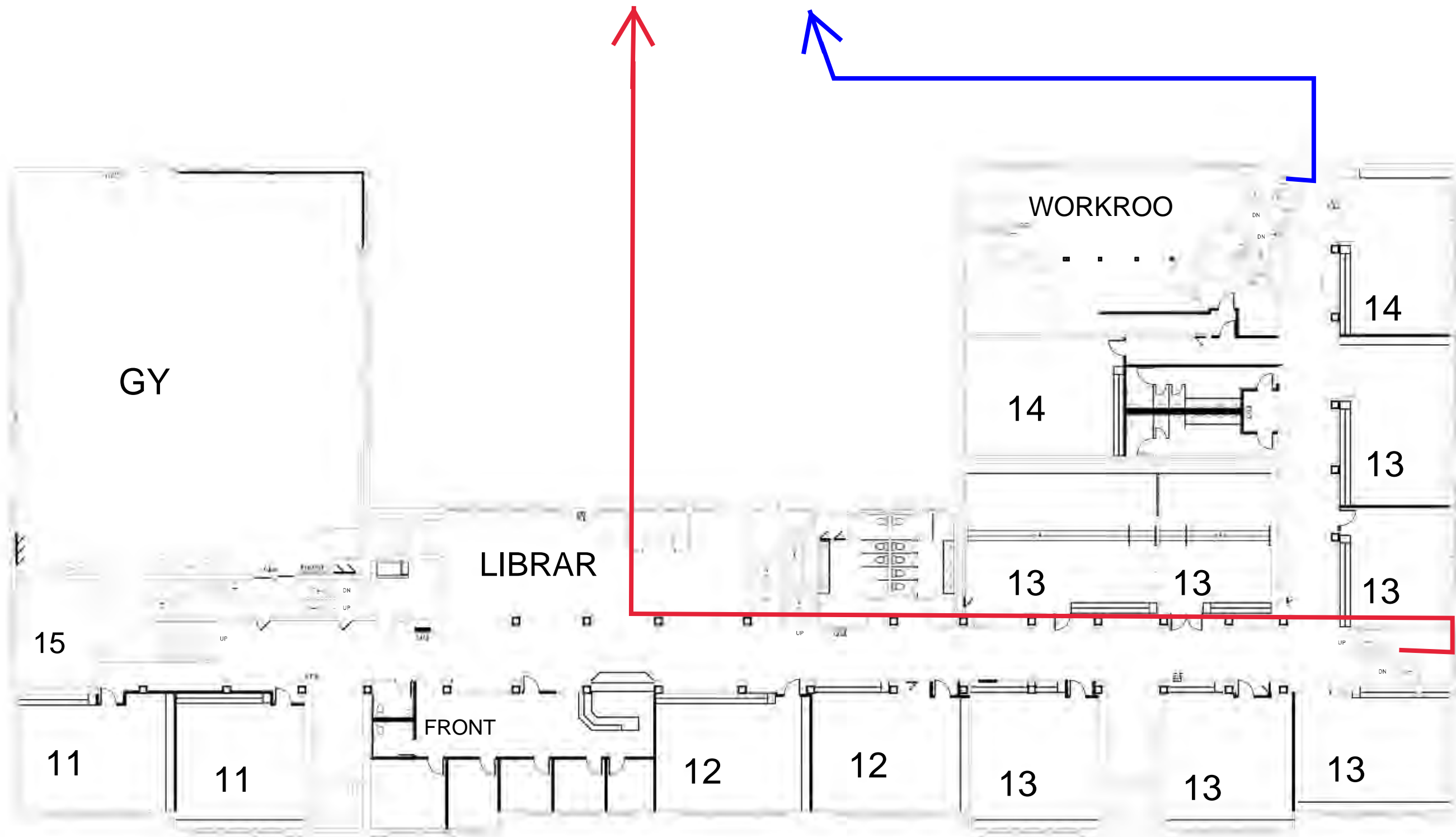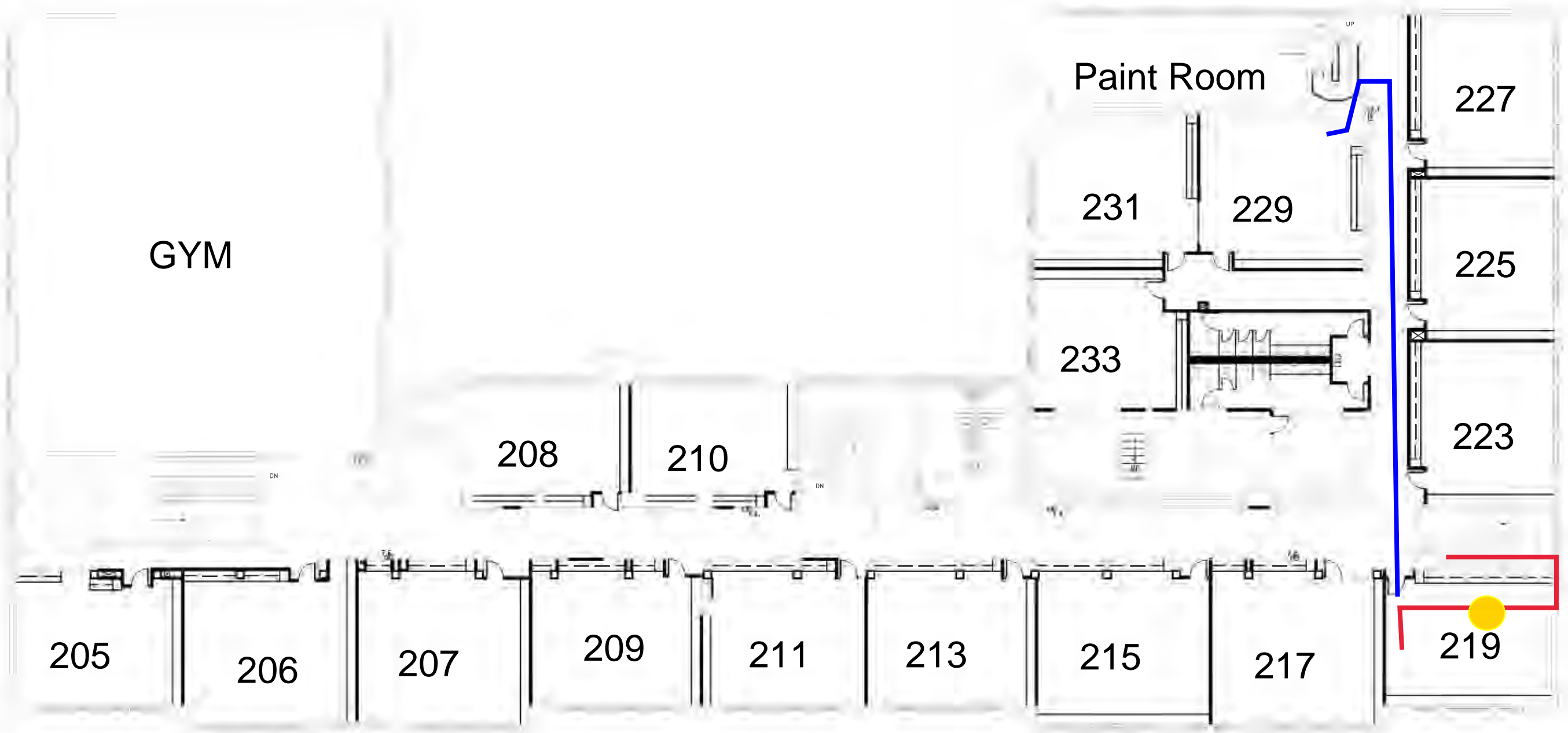
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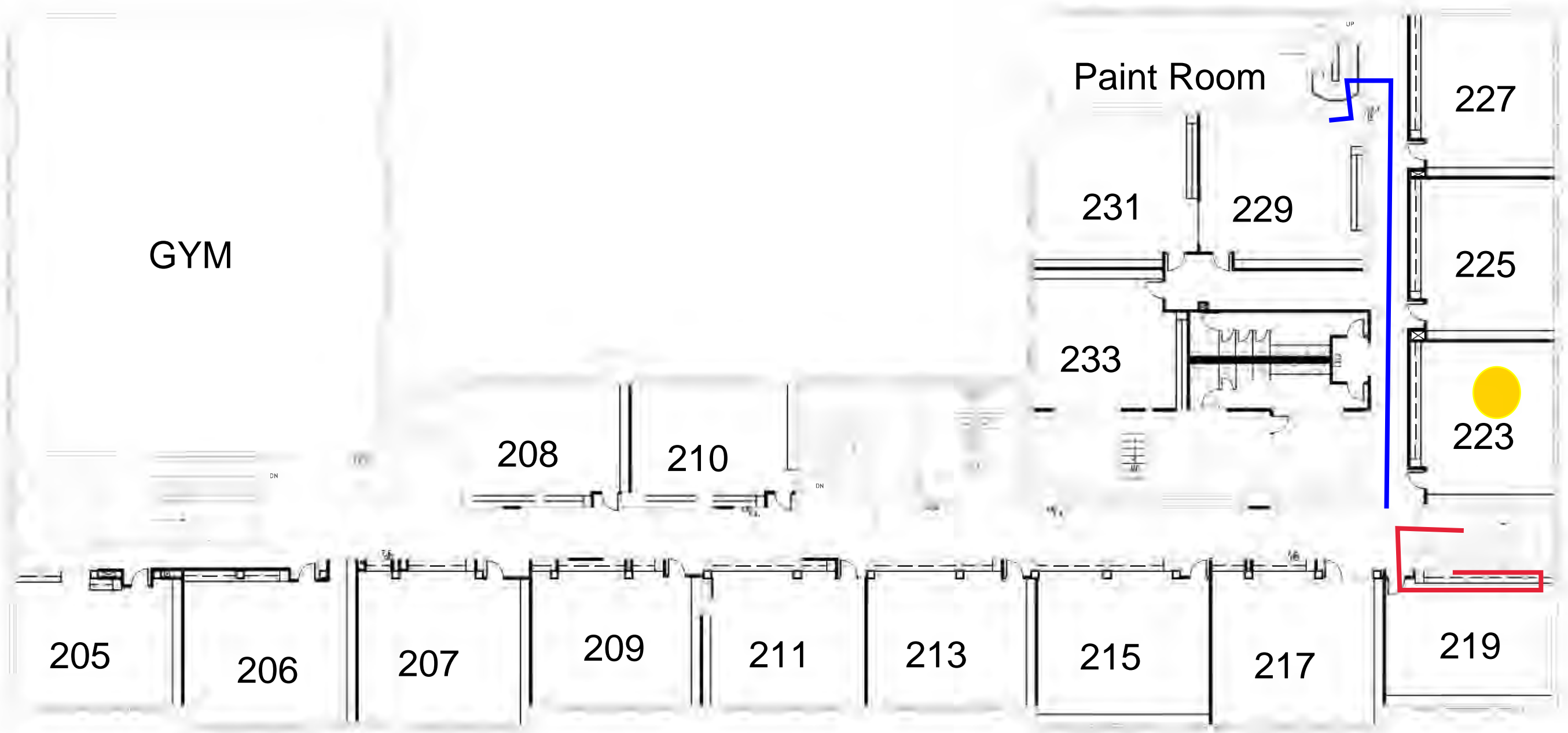
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Secondary Evacuation Route

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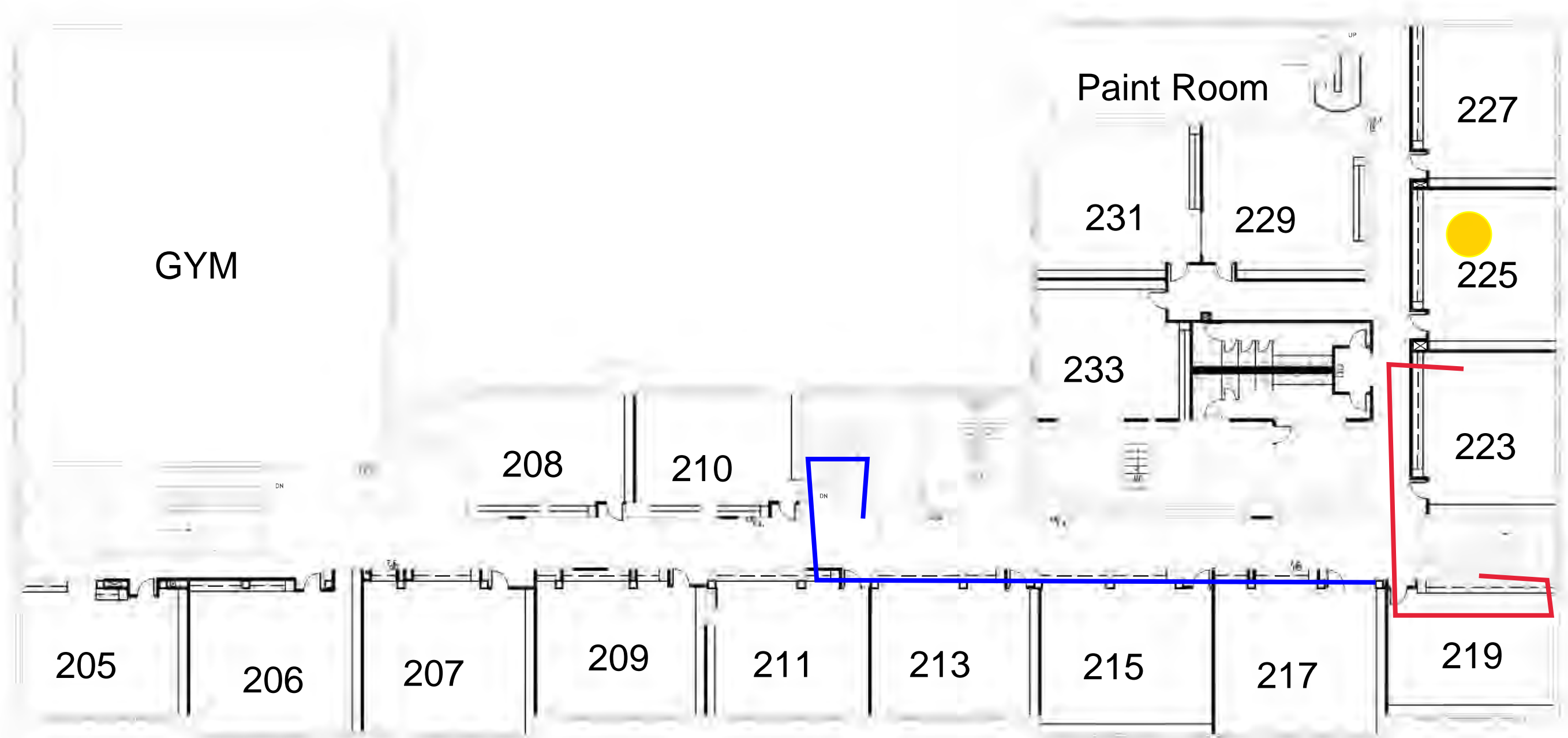
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upper level plan
09.05.2017

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—— Primary Evacuation

—— Secondary Evacuation

alturas charter school at o.e. bell jr. high building

erstad ARCHITECTS

151 n. ridge ave. idaho falls, ID 83402

AIA Charter School Renewal

SCALE: 1"=20'

main level plan

09.05.2017

Exhibit K

Paint Room

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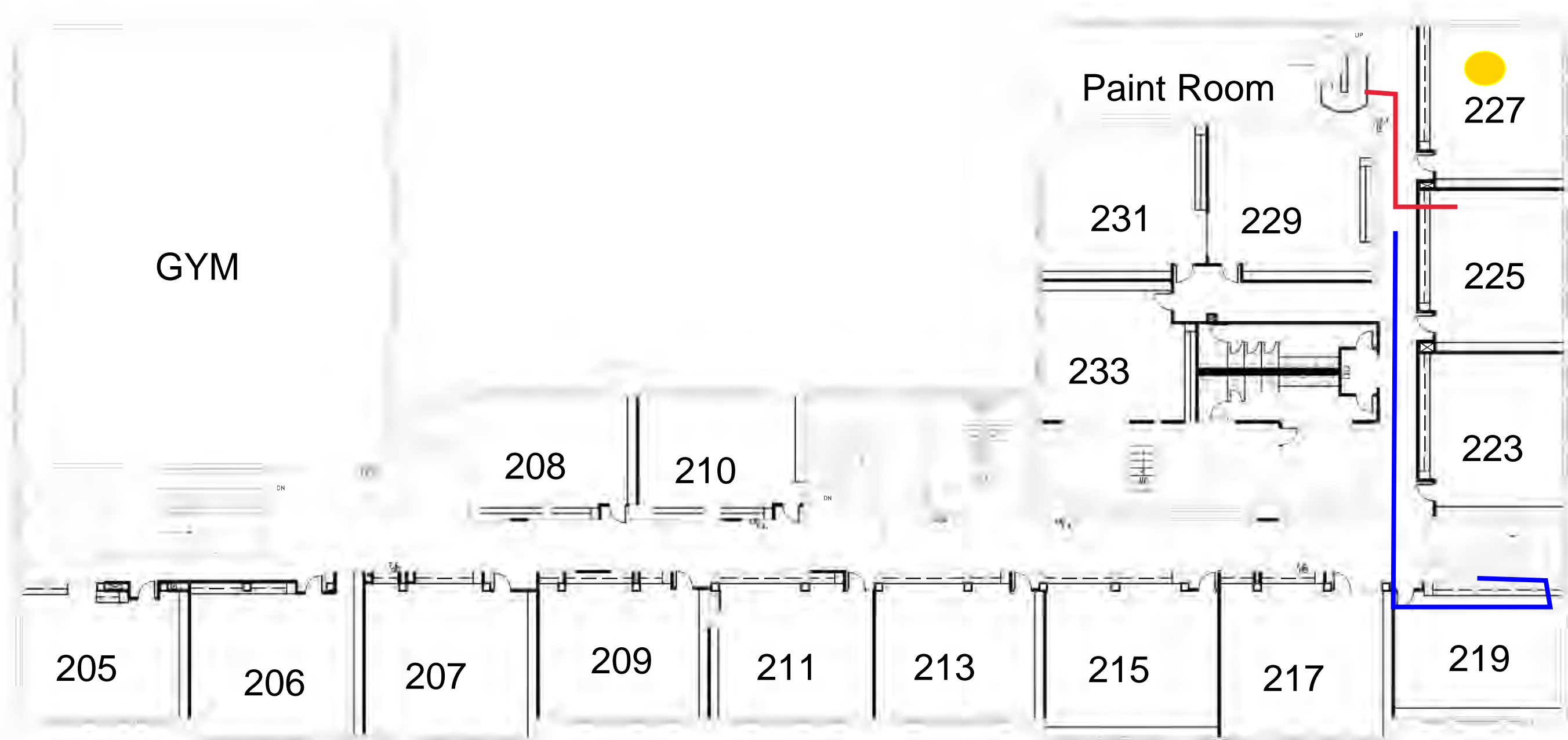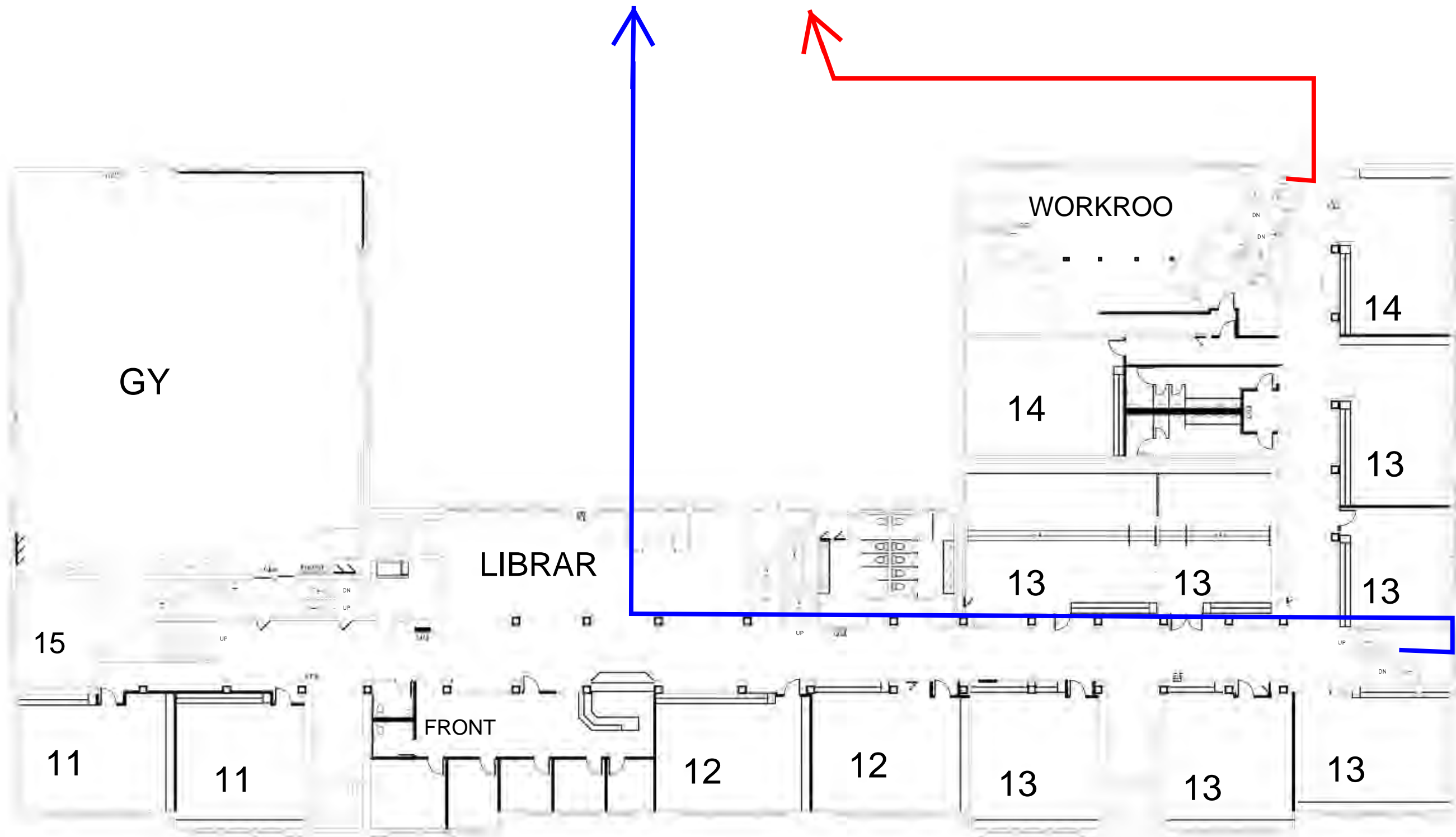
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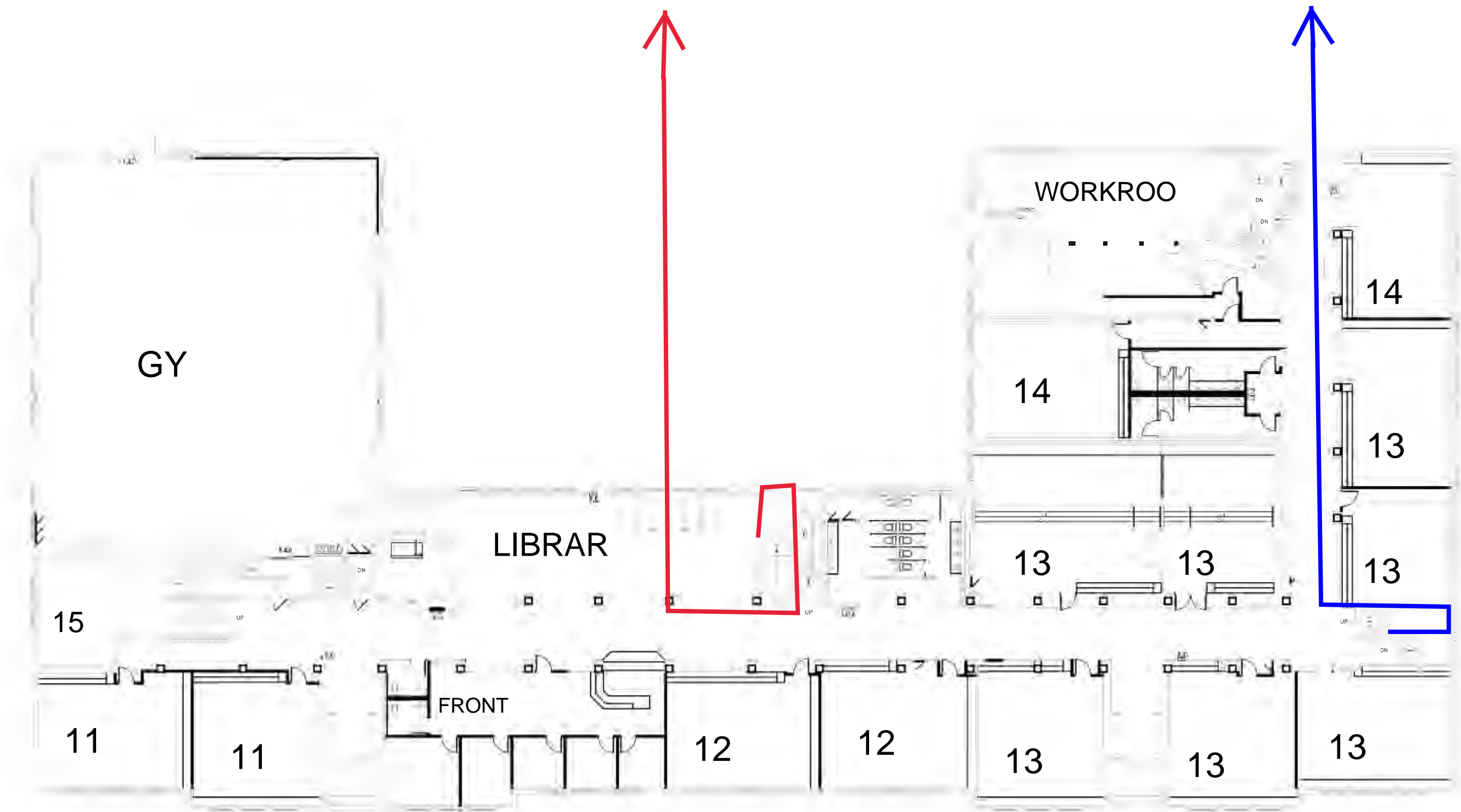151 n. ridge ave. idaho falls, ID 83402

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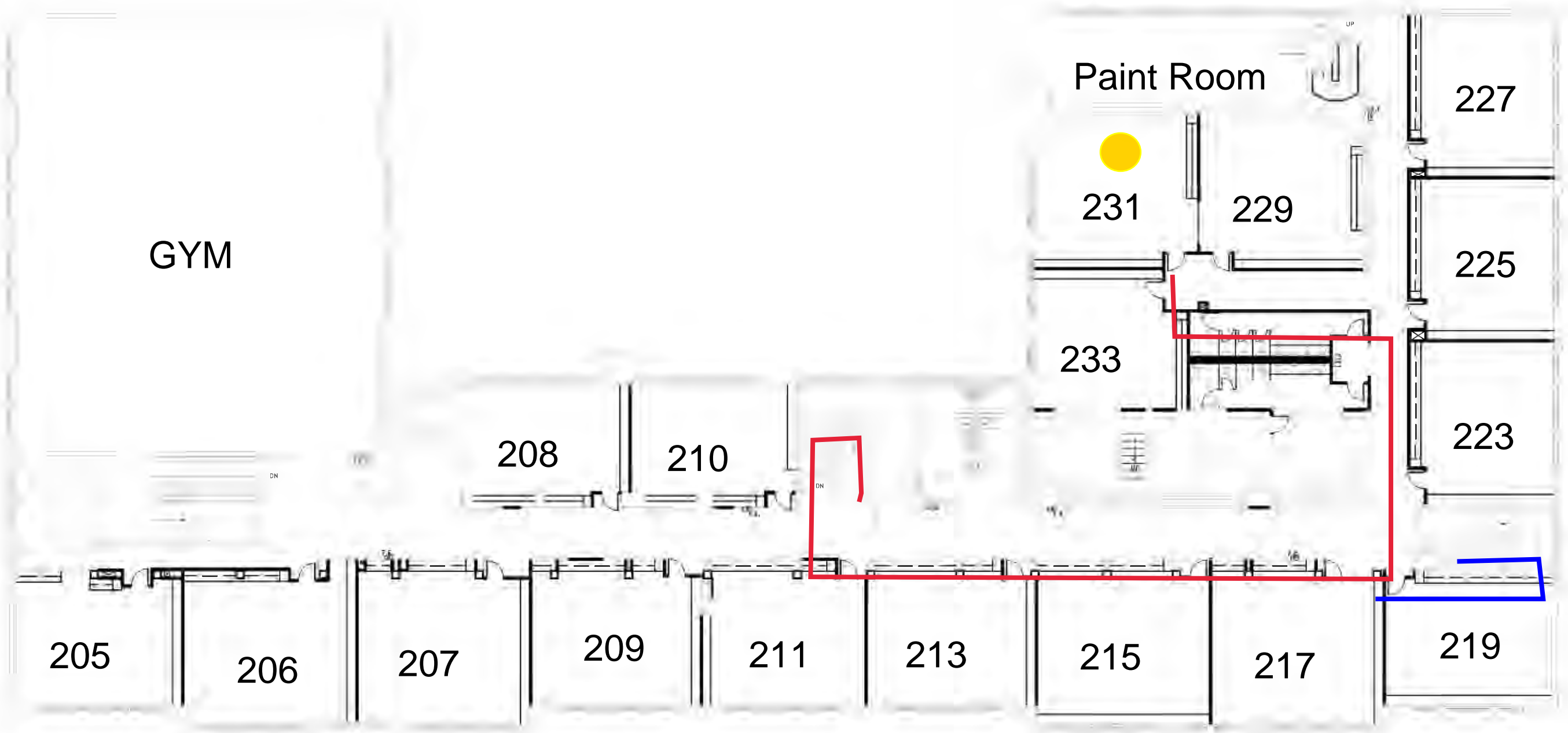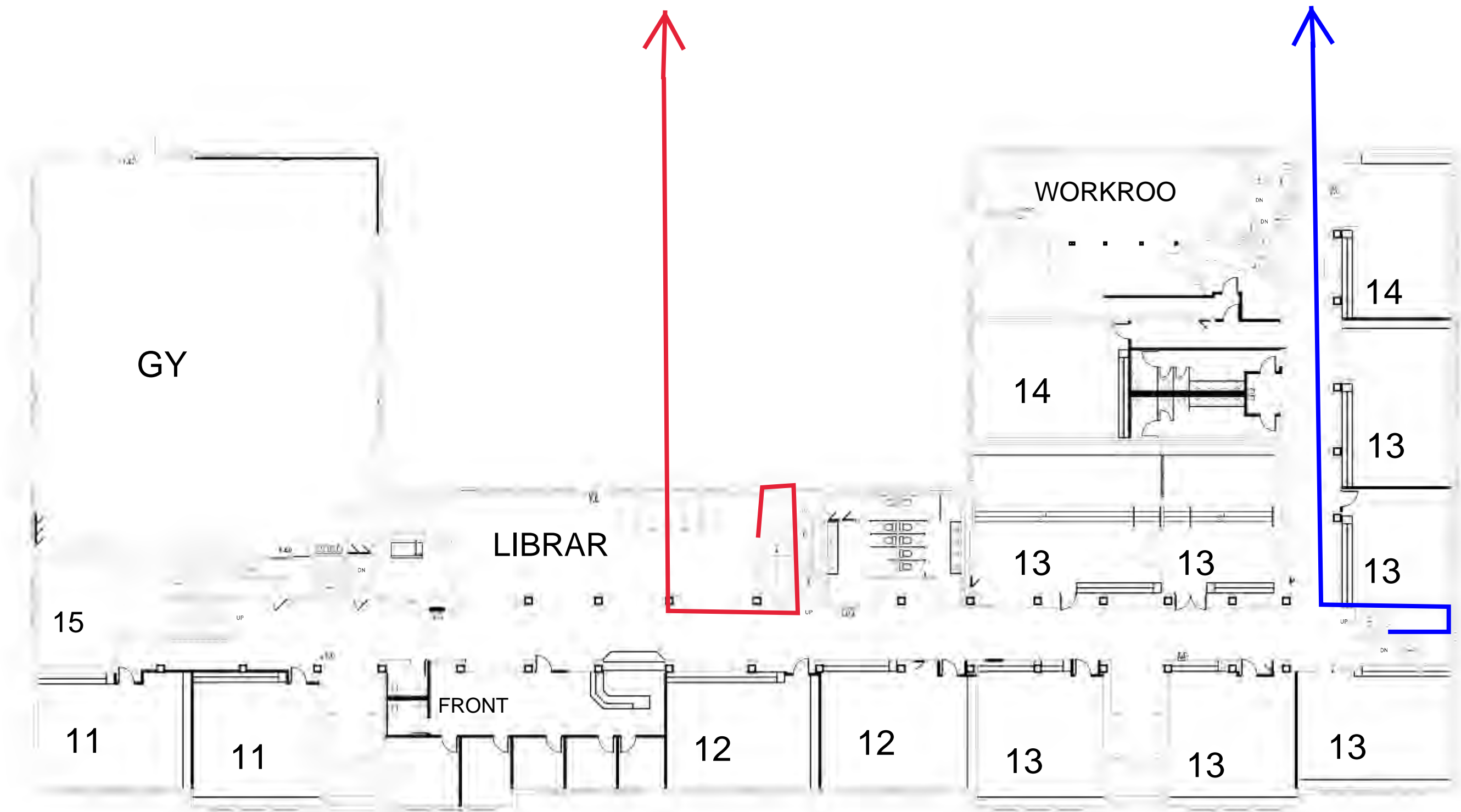
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AIA Charter School Renewal

Exhibit K

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Primary Evacuation

Secondary Evacuation

erstad
ARCHITECTS
AIA Charter School Renewal

alturas charter school at o.e. bell jr. high building
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main level plan
09.05.2017
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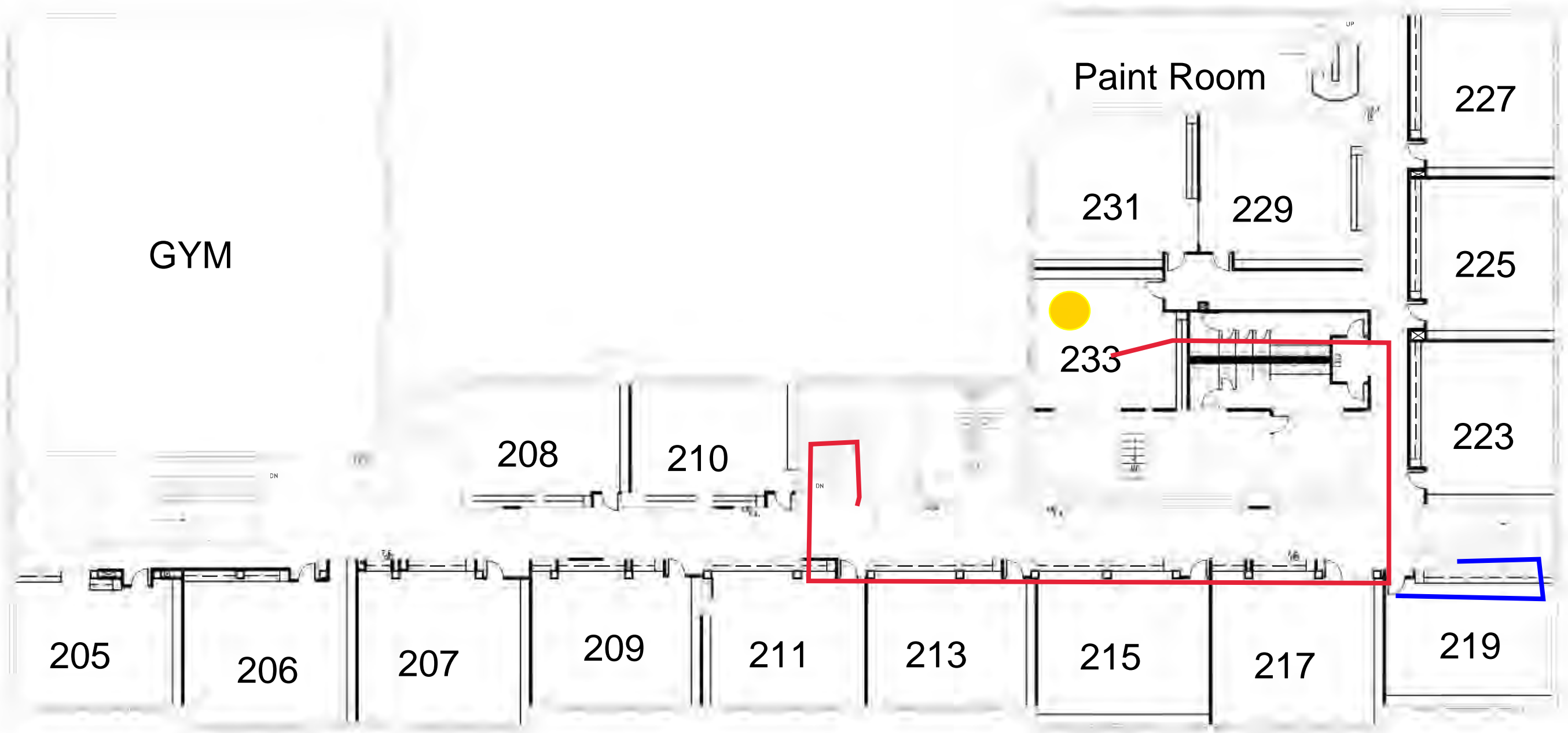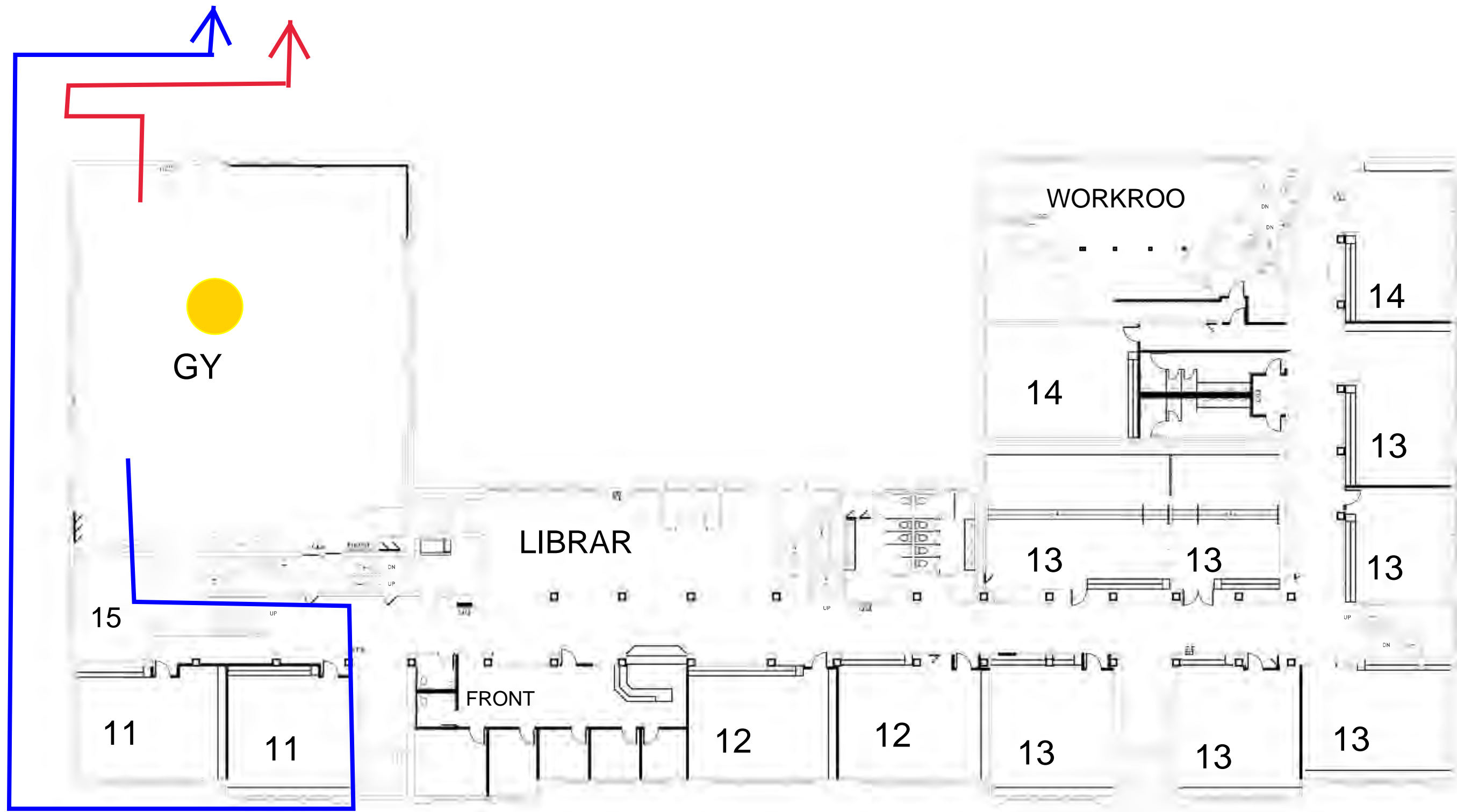
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erstad ARCHITECTS

AIA Charter School Renewal

main level plan

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Exhibit K

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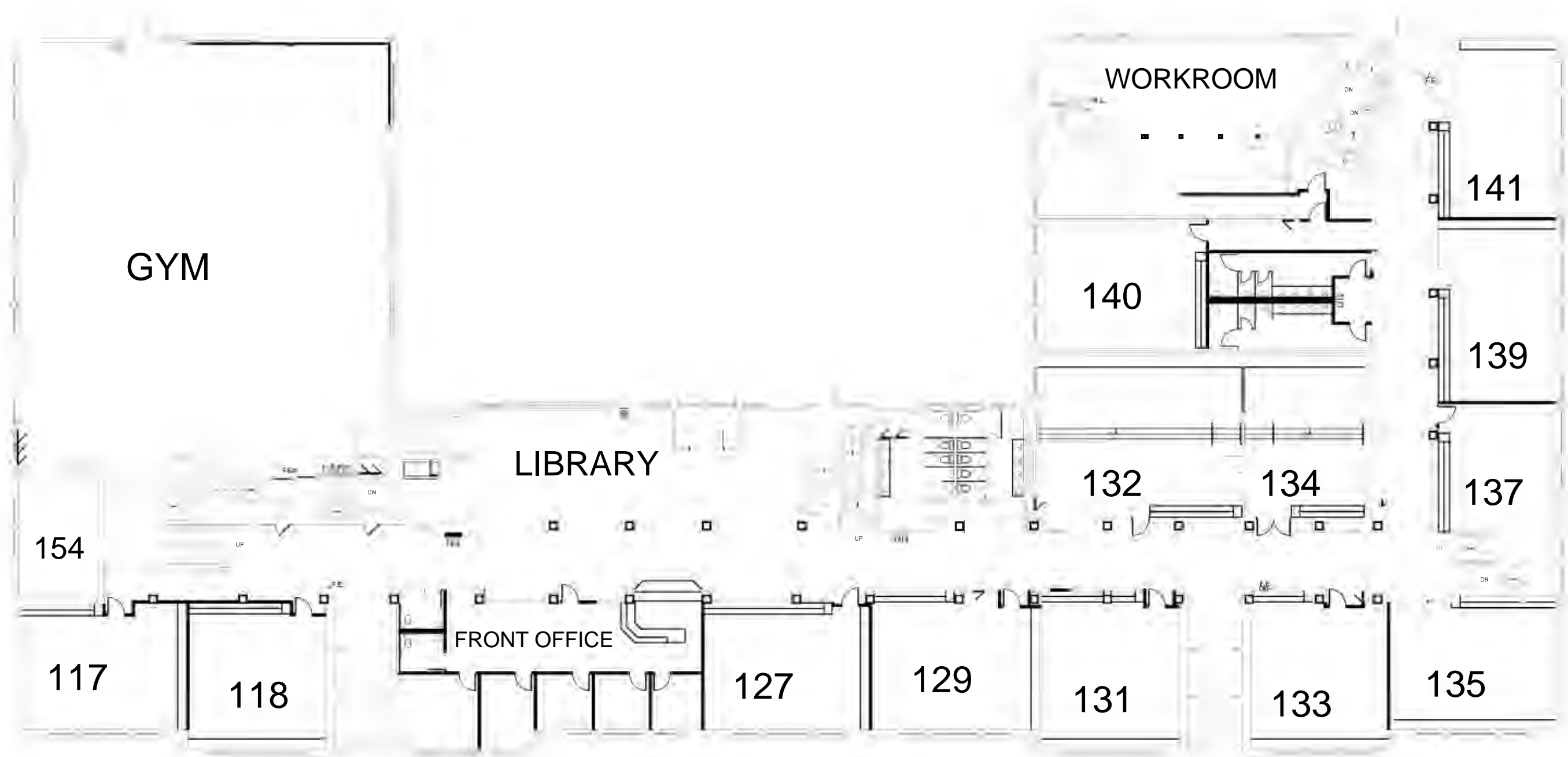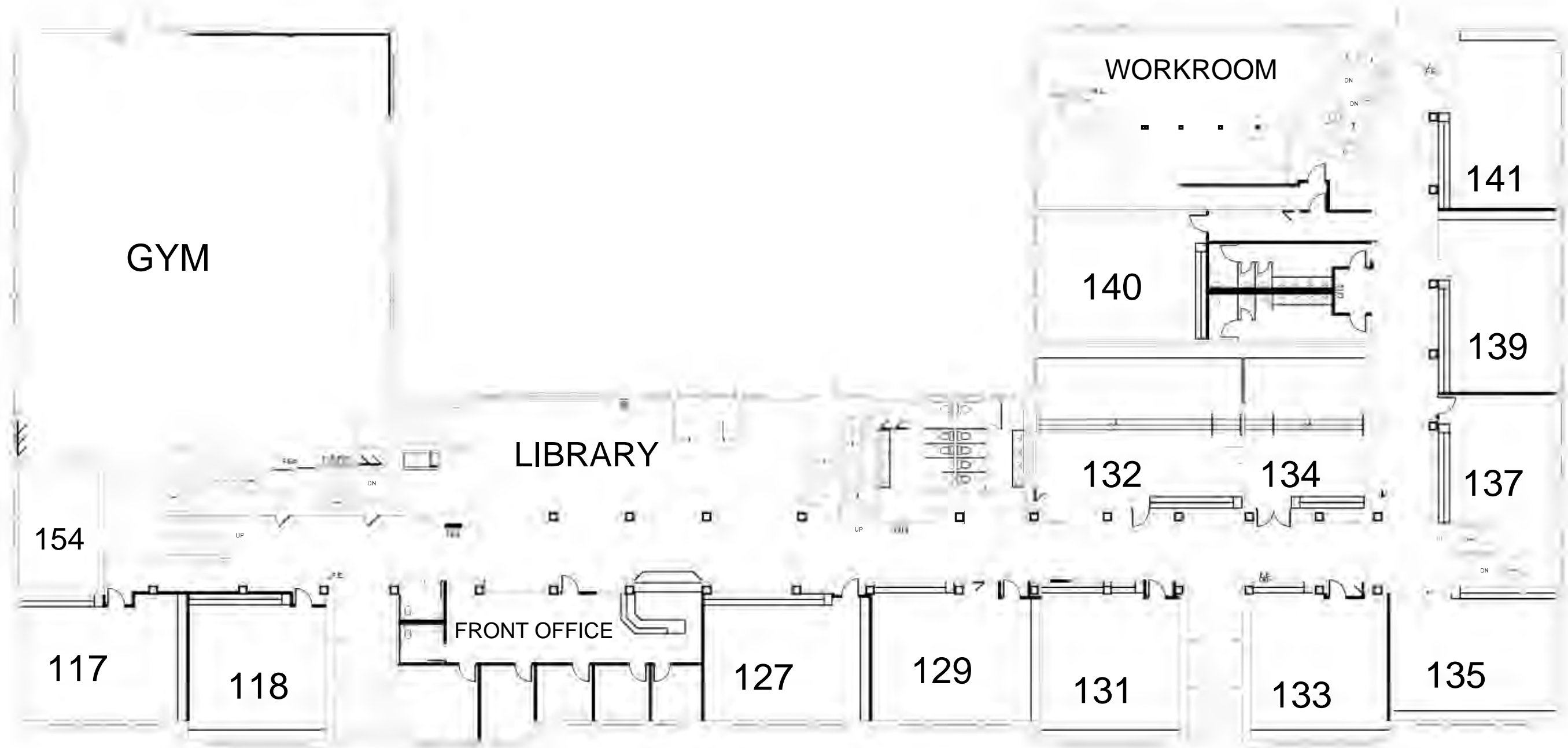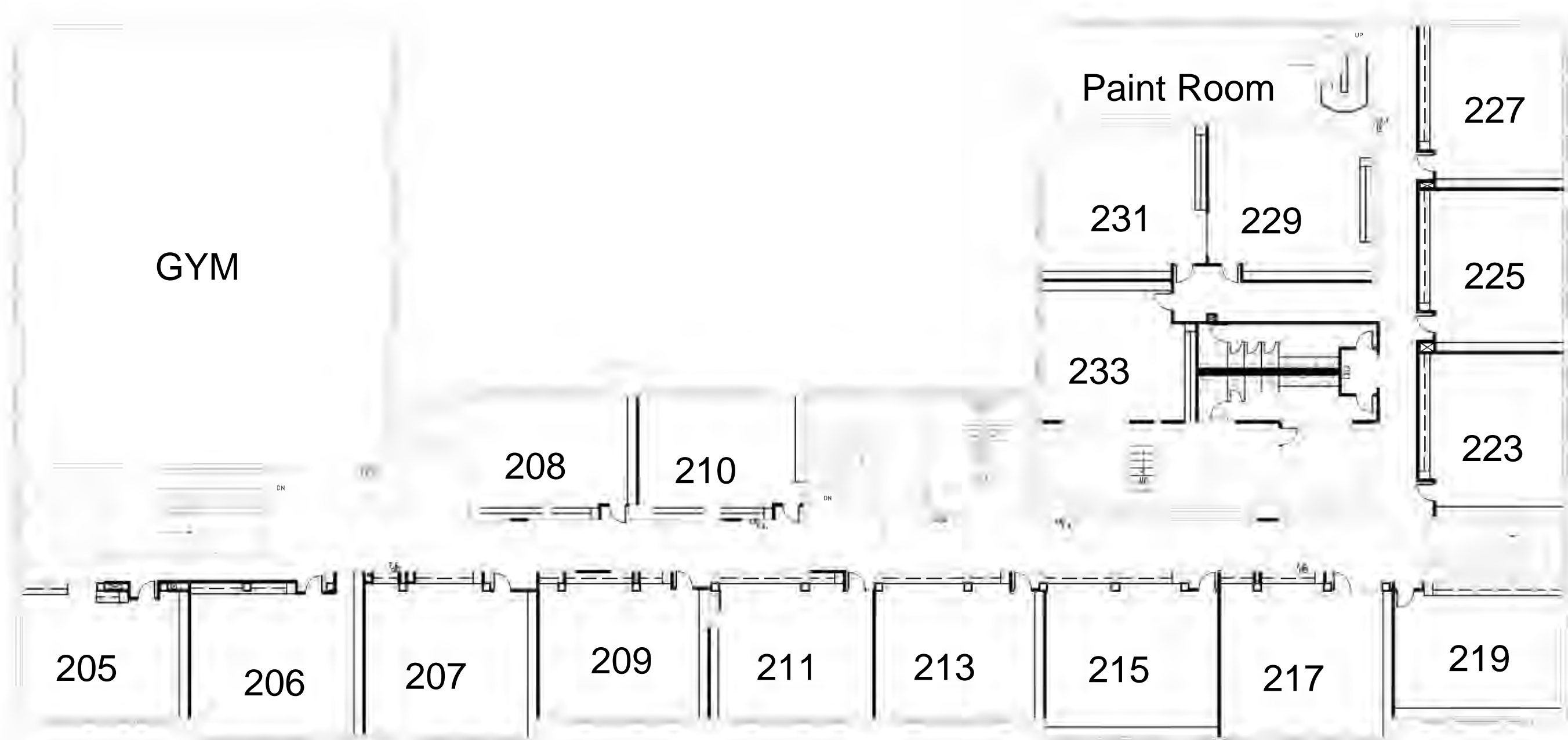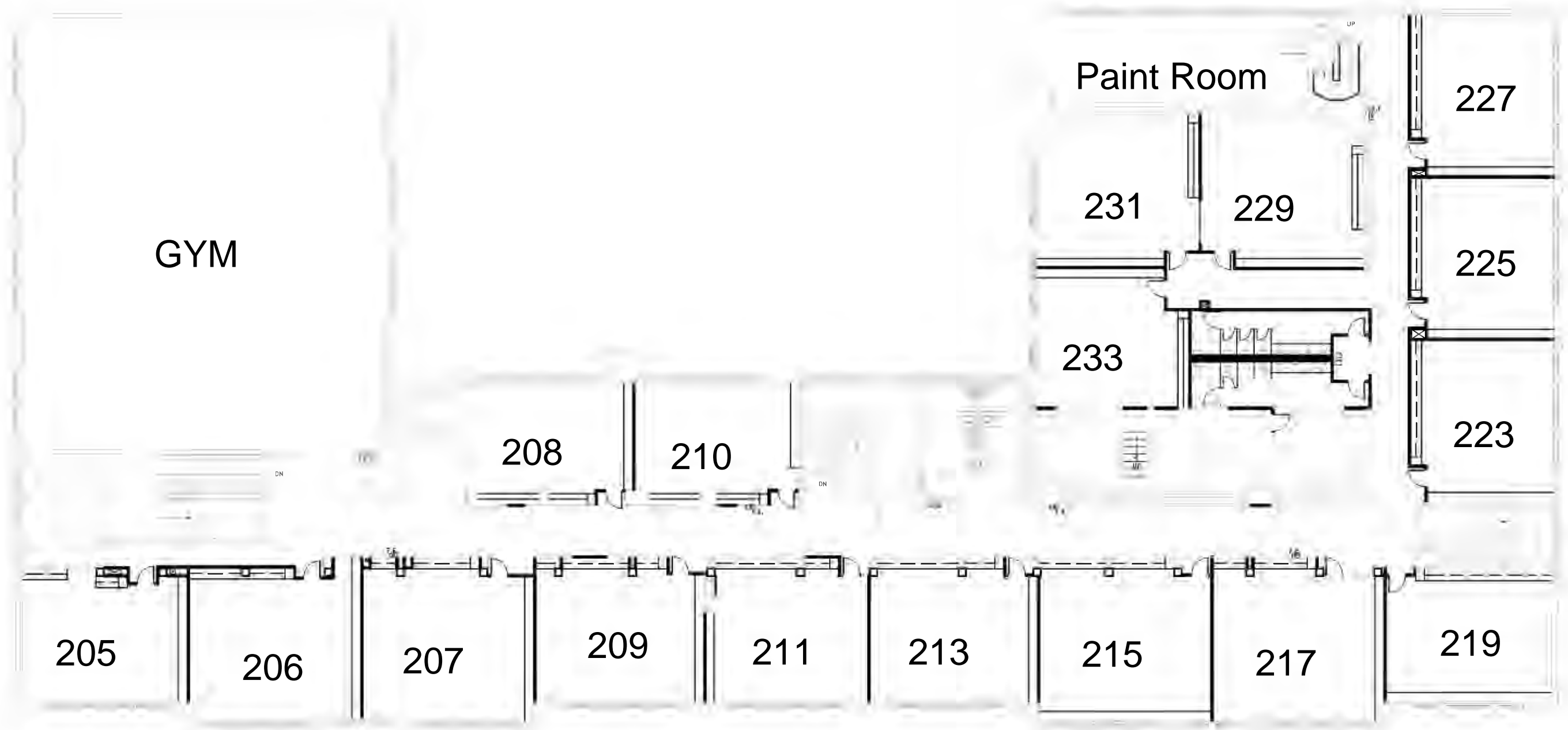151 n. ridge ave. idaho falls, ID 83402

SCALE: 1"=20'

upper level plan

09.05.2017

X

EGRESS/INGRESS TO BE EXPANDED — WALNUT STREET

(8)

1st 4-5 Teacher
2nd 4-5 Teacher
3rd 4-5 Teacher
4th 4-5 Teacher

(6)

(10)

1st 1-3 Teacher
2nd 1-3 Teacher
3rd 1-3 Teacher
4th 1-3 Teacher
5th 1-3 Teacher
6th 1-3 Teacher
(Spanish class included)

NEW PLAY AREA

ALTURAS
INTERNATIONAL
ACADEMY

DROP OFF ZONE

(8)

(90) ON-SITE PARKING SPACES

755' STACKING PERIMETER ABOUT (42) CARS

1st MYP Class
2nd MYP Class
4th MYP Class
5th MYP

(13)

(6)

(10)

EGRESS/INGRESS TO BE EXPANDED

ELM STREET

AIA Charter School Renewal   Exhibit K

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GYM

WORKROOM

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LIBRARY

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FRONT OFFICE

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Primary Evacuation Route

Secondary Evacuation Route

erstad ARCHITECTS

alturas charter school at o.e. bell jr. high building
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main level plan

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Exhibit K

GYM

WORKROOM

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LIBRARY

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FRONT OFFICE

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All Alturas International Academy Employees Intervening with a Potentially Suicidal Student

A student threatens suicide or manifest the signs of intent.

A student or adult reports that another student has threatened suicide or manifests the signs of intent.

Referral is made immediately.

- It is not the individual employee's duty to assess the level of risk or do in-depth counseling.

- Responsibility is to secure assistance and appropriate referral.

- Do not leave student alone while securing assistance. Either stay with student or secure the help of another adult.

How do I refer a student?

Is the school Counselor on campus?

NO

YES

Is the Executive Director or Principal on campus?

Contact the school Counselor IN PERSON or CALL immediately.

NO

YES

If the Principal or Executive Director are NOT on campus CONTACT PARENTS

Contact the office and they will help find the Executive Director/Principal

Contact the office and they will help find Counselor.

DO NOT let the student go home without making contact with Guardian or Emergency Contact

EMERGENCY NUMBERS
911
Crisis Hotline 800-273-TALK(8255)

Alturas International Academy

Pre-Renewal Site Visit Report

October 12, 2018

Public Charter School
Alturas International
Academy 151 N Ridge Ave.
Idaho Falls, Idaho 83402
208-552-5147

Authorizer Idaho Public Charter
School Commission 304 N 8th Street,
Room 242, Boise, ID 83702 (208)
332-1561
www.chartercommission.idaho.gov

Evaluation Team Heather Dennis, Organization Director, Anser Charter School, Boise,
Idaho Dr. Suzanne Gregg, Education Consultant, Former Education Director/Principal, Anser
Charter School, Boise, Idaho Tiffnee Hurst, Elementary Principal, Special Programs,
American Heritage Public Charter School, Idaho Falls, Idaho

PURPOSE OF EVALUATION

Idaho Statute 33-5209B states that a charter may be renewed for successive five-year terms of duration. Alturas International Academy will be considered for renewal during the spring of 2019. The purpose of the site visit is to gain contextual information impacting the academic, operational, and financial conditions of the school, prior to the formation of renewal recommendations.

The authorizer's renewal decision will not be based on site visit findings, except as they may inform the school's rating on the performance framework, which is incorporated into the performance certificate. In accordance with Idaho statute, renewal decisions will be

based on the performance of the public charter school on the performance indicators, measures, and metrics contained in the performance certificate and framework. Information gathered during the site visit will serve primarily to provide an independent opinion and fuller picture of the context in which the school's performance outcomes have accrued.

During the site visit, the evaluation team applied a rubric, which is based on nationally-recognized best practices, to assess the school in the following areas: mission and key design elements, program delivery, access and equity, organizational capacity, governance, and finance. The evaluators assigned a rating to each indicator establishing whether a school is exceeding, meeting, approaching, or not meeting the standard described. The basis of each rating was established through document review, observations, and interviews with the school and stakeholders.

The rubric was provided to the school prior to the evaluation process. A copy of the report was provided to the school prior to its finalization, and schools were invited to respond with corrections to any inaccuracies.

It is our hope that this report will serve not only to broaden the authorizer's contextual understanding of the school, but also to assist school leaders in their ongoing efforts to serve Idaho students with a high-quality educational experience.

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MISSION AND KEY DESIGN

ELEMENTS

Is the school faithful to its mission, implementing the key design elements outlined in its performance certificate?

Rating:
Meets

Evidence: Classroom observations, stakeholder interviews, school documentation

Detail: Alturas's mission statement reads: 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. During the sight visit, the observation team, through interviews and observations, feel all stakeholders share a common and consistent understanding of their mission and key design elements. One key design element observed during the visit was teachers practicing differentiation in multi-age classrooms. The school's grade level structure is multi-age classrooms ranging in grade level bands of 1st-3rd, 4th- 5th, and 6th-8th. Kindergarten is offered at the school, but is not part of the multi-age classrooms. Another key design element observed during the visit was students being taught at their own levels as well as mentoring and supporting one another through project-based learning. During classroom observations, small group instruction based on students' learning levels were observed. It was also observed that students did indeed mentor other students in the areas of reading, math, and writing. The International Baccalaureate and the Idaho State Standards are utilized hand-in-hand to teach students to apply knowledge and skills across disciplines, which is another key element Alturas has embedded within their school. Alturas has worked to develop International Baccalaureate Units based on Idaho State Standards and the school's curriculum. Students have the opportunity to present their unit project during Parent Nights throughout the school year. The sharing of the unit projects to the community enables students to authentically present their work and empower their learning, which is another key design element in their charter.

To what extent is the charter school implementing distinctive instructional practices as outlined in their charter?

Rating:
Meets

Evidence: Classroom observations, school documents, stakeholder interviews

Detail: An instructional strategy written in Alturas's charter is providing instruction in multi-aged classrooms where students can be taught at their instructional levels. Alturas does teach students in multi-age classrooms. Students in these classrooms are grouped based on their current instructional levels in math, reading, and language skills. The school provides instructional times built into the school day where teachers are given the opportunity to teach students in their small groups. The school also provides paraprofessionals for each class during the math and reading

4

times to ensure students are taught in small instructional groups. It was also observed that parent volunteers are used during math and reading to assist teachers in providing student learning activities and guided help. This assistance enables teachers to lead small group lessons to each leveled group in the classroom. Students are also provided the opportunity to help teach and mentor others within their classroom setting. Students are grouped and given a learning partner. The learning partners help each other understand and work toward state standards. It was also observed that Alturas is using the International Baccalaureate program to engage students in units where they work toward producing projects they share with their community of learners. Another key strategy within the charter is to teach students to serve the community. Through interviews, the site team learned that Alturas has helped the community through their service projects. Service projects completed include a carnival where the funds were given to the Make- A-Wish Foundation and a sock fund raiser where the money students raised went toward a water well for a third world country. The students this year are interested in helping their local community by recycling at school.

Does the school have a culture of high expectations and a strong emphasis on student learning?

Rating:
Meets

Evidence: Stakeholder interviews, classroom observations, annual reports, Continuous Improvement and Literacy Plans

Detail: Alturas wants to ensure students are taught at their instructional levels in the areas of math, reading, and writing. Alturas uses data to group students within the classroom in their instructional groups. The data used within the school include the MAP Assessment, which is used three times a year to benchmark students' learning, STAR testing used three times a year to benchmark in the areas of math and reading, ISAT data, and classroom data. The data is used to identify the students' placement levels in math, reading, and language. Also, during the parent interview, parents felt their students were held to a high standard at school both academically and socially. Alturas has also developed a strategic plan and literacy plan which is regularly evaluated. The Board of Directors are also apprised of the data and work together to help define goals for administration based on students' data.

PROGRAM DELIVERY:
CURRICULUM

Does the school's curriculum provide the opportunity for academic success for all students?

Rating:
Exceeds

Evidence: Annual Report, Continuous Improvement and Literacy Plans, Administrator and Teacher interviews, classroom observations

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Detail: The International Baccalaureate (IB) program is the foundation of the school and central to their charter. IB is an educational philosophy that sets high standards and emphasizes creative and critical thinking utilizing 6-8 week inquiry units of study. Teachers create the units based on central ideas that transcend learning through interdisciplinary themes. "Big Ideas" such as form, change, and function drive each unit of inquiry. Questions from both teachers and students help guide the study. Units of inquiry are scheduled in the afternoon for approximately 50 minutes or at least 200 minutes per week. ELA and math instruction are taught in the morning using curricula that includes Core Knowledge ELA and Eureka Math. All students receive Spanish classes on a daily basis, integrating IB units. Students are taught in multi-age

classrooms and placed into groups at their level based on formative and summative assessments and teacher recommendation and observation.

Does the school provide clear, appropriate, and skilled delivery of curriculum content?

Rating:
Meets

Evidence: Administrators and teacher interviews, classroom observations

Detail: The school is very deliberate in the way curriculum is delivered. Teachers are provided an employee handbook that clearly and concisely lays out how lessons are delivered as well as the structural expectations for each class period. Students are multi-aged and placed into four groups within the classroom; each group is leveled at their skill and ability level. The teacher rotates between groups and begins with a planned lesson. While the teacher is working with one group, the special education teacher, paraprofessional or parent may be working with another group. When not with a teacher, groups first work with a partner to solve problems or assignments and then check their answers with the rest of the group. Common language of curriculum, structures and expectations are school wide. These are taught, practiced, understood and carried out on a consistent basis throughout every classroom. Students "are never done" with their work. It is an expectation that they continue to work within the subject area being taught during each class period (i.e. if students are in math class, they do not take out a book and read if they think their work is complete). Progress is monitored on a daily level.

Has the school developed a well-defined feedback loop for revising curriculum on an interim and year-end basis?

Rating:
Meets

Evidence: Stakeholder Interviews, classroom observation

Detail: The school administers benchmark and formal assessments to assess students on a regular basis. Parent/teacher conferences are held twice per year. The first conference includes parent and teacher while the second conference is led by students. Teachers email, text or set up informal conferences when appropriate and as needed.

Parents feel comfortable contacting their child's teacher or the administration on an as needed basis. The school administration stated

there is an "open door" policy in order to gain feedback, listen to concerns, and make suggestions in regard to the school. Students give feedback to one another in and outside of the classroom, often recognizing one another for displaying one of the IB profiles or for their classroom work. Teachers meet weekly to reflect and refine lessons and units of study. Formal Units of Study Project Presentation Nights are held three times per year in order for students to share their learning with families and members of the community and to gain feedback.

PROGRAM DELIVERY:
INSTRUCTION

Does the school recruit, support, and retain highly effective staff?

Rating:
Meets

Evidence: Retention and Attrition form, Administrator interview, Employee Handbook

Detail: The director is a founding member of the school. The school lost approximately 50% of its staff in its second year of operation. In August 2018, the school implemented a clear and concise Employee Handbook that detailed the expectations and policies to be carried out by all teachers, staff and students. Because of this high quality handbook, there is no longer any question about the expectations for all employees and students at the school. Teachers are supported by one another and by the administration. The administration helps set the tone by having high expectations for themselves and for their staff.

Does the school effectively provide opportunities for student engagement?

Rating:

Exceeds

Evidence: Administrator, Teacher and Student interviews, Classroom observations

Detail: All evaluators noted student engagement was very high at every grade level and in every classroom observed. Students are aware of a "growth mind-set" and work at their assessed instructional levels. Lessons and assignments are adapted to meet student needs in every classroom utilizing partner and small group instruction. Students are taught to be leaders as they work with and learn from one another. Students participate in IB units of study that are project and inquiry based. Students are expected to plan and execute projects that focus on solving problems, caring for the earth, communication and understanding and appreciating others.

Does the school have leadership sustainability?

Rating:
Meets

Evidence: Stakeholder interviews, Employee Handbook

Detail: All stakeholders understand the significance of following the charter and carrying out the mission. The board has quickly moved from a founding to a governing board. The board has committees that work toward goals, especially starting a high school. As mentioned above, this past summer an Employee Handbook was created that outlines expectations for staff members. This handbook will serve them well as they look toward possibly expanding into high school. The handbook is very clear and concise and includes: Guiding Principles, How to Implement Small Group and Partner-based Instruction, Classroom Management In the Alturas Model, Teaching Teams and Collaboration, About the International Baccalaureate Program and the IB Profiles, The International Baccalaureate Units of Inquiry for The Primary and Middle School Years, Units of Inquiry Project Presentation Night, Dealing with Students, Parents, Grading Expectations, Standardized Testing, General School Policies and Procedures, About the

Charter, Staff Contact Information, Bibliography and Online References and an Appendices that includes More About IB and PYP and Emergency Procedures. The board stated they would also like to create such a handbook and administration stated they are working toward creating a handbook for Student Services, especially in the area of Special Education.

Does the school offer professional development that supports the school's goals and the needs of individuals?

Rating:
Meets

Evidence: Administrator and elementary teacher interviews, school documents

Detail: Administrators are in the classrooms on a daily basis and provide instructional techniques or suggestions to teachers on an as needed basis. Administrators have an open-door policy where teachers can come to them for advice or suggestions. Teachers are able to attend IB trainings and this year, all teachers are taking an on-line course through the IB network. Students are not in school on Friday, a portion of this day is set aside for teachers to collaborate on their IB units of study using a 'standardized' planning document. All teachers are required to plan curriculum, discuss students, analyze data and look at the correct placement of students during this time.

PROGRAM DELIVERY: ASSESSMENT AND EVALUATION

Does the school have an adequate assessment system in place to evaluate instructional effectiveness and student learning?

Rating:
Meets

Evidence: Board, Administrator and elementary teacher interviews, School documents

Detail: Alturas wants to ensure students are taught at their instructional levels in the areas of math, reading, and writing. Alturas uses data to group students within the classroom in their instructional groups. The data used within the school include: the MAP Assessment used three

times a year to benchmark the students' learning, STAR testing used three times a year to benchmark in the area of math and reading, ISAT data, and data from the classrooms. The data is used to identify the students' current level of placement for the areas of math, reading, and language. Also, during the parent interview, parents felt their students were held to a high standard at school both academically and socially. Alturas has also developed a strategic plan and literacy plan which is regularly evaluated. Alturas can continue to develop their continuous improvement plan by comparing their data with the state standards and areas of focus as well as looking at cohort, longitudinal data. Comparing the data will help find root causes they can focus on during their improvement cycles. The Board of Directors are also apprised of the data and work together to help define goals for administration based on students' data.

Does the school promote a culture that is safe, respectful, and supportive?

Rating:
Exceeds

Evidence: Stakeholder interviews, school and classroom observations

Detail: Interviews with all stakeholders and observations throughout the school day indicated all stakeholders are on the same page when it comes to a culture that is safe, respectful, and supportive.

ACCESS AND EQUITY

Does the school offer adequate support for special populations?

Rating:
Meets

Evidence: Student Support Services, Teacher and Administrator Interviews, Classroom observations

Detail: Alturas's multi-age classrooms provide differentiated instruction to all students within the general education classroom. All students are taught at their instructional levels in small groups with teachers, (general and special education) paraprofessionals and parent volunteers to help the small groups meet their educational goals. Alturas has a special education teacher who helps support their special education staff and general education teacher to help implement accommodations within the classroom setting. Alturas's special education program provides services in an inclusion model. At this time, Alturas has forty-eight special education students. All special education students are given instruction at their level in the general education classroom. Paraprofessionals and the special education teachers push into the classrooms to provide lessons and support students at their levels. The general education teacher and the paraprofessional are given a common planning time to allow collaboration among the staff on ways to ensure the students' needs are being met. Special services offer speech and O/T services through Teletherapy. The school also contracts with an outside school psychologist to provide student

testing. At this time, the school does not have any EL students. Alturas also has an RTI program that provides instructional intervention during the afternoon. Alturas is a targeted assistance school and provides twenty to thirty minutes of additional support to students who need intervention. Alturas provides benchmark testing three times a year to help identify students who are in need of intervention in the areas of math and reading.

Does the school demonstrate an adequate demographic representation of the surrounding district(s)?

Rating:
Meets

Evidence: Annual
Report

Detail: According to Alturas's Annual Performance Report, the school's demographic

representation is close to the surrounding districts in all areas except for Non-White students and Limited English Proficiency. Alturas has no Limited English Proficiency students while their surrounding district and state has 6% of their students with Limited English Proficiency. Also, Alturas has 12% of their students as Non-White while their surrounding district has 28% Non- White students. Alturas can continue to work on recruiting and retaining students with different ethnic backgrounds.

Does the school have a strong, steady retention rate for students?

Rating:
Meets

Evidence: Administrator and board interviews, Retention and Attrition document

Detail: Alturas's student retention data shows the school's enrollment has gone up fifty-seven students from 409 to 466 students. Alturas has a waitlist for the current 2018 school year of 475 students. The waitlist will help provide sustainability in keeping full class sizes during the 2019- 2020 school year. During the last school year, Alturas had 35 students leave during the school year and 37 students enroll.

ORGANIZATIONAL CAPACITY

Does the school create and sustain a well-functioning organizational structure and professional working climate for all staff?

Rating:
Meets

Evidence: Stakeholder interviews, Employee Handbook

1
0

Detail: The Employee Handbook is an indication of a well-functioning structure and professional working climate for all. Various staff stated they worked in a positive and collaborative environment and had input into many decisions. Students stated there was no bullying in the school. Parents stated how they were able to communicate with administration and staff in an effective manner. The school has done well in the short time it has been open to document its processes and expectations for its staff.

Are there effective communication channels between stakeholders?

Rating:
Meets

Evidence: Stakeholder
interviews

Detail: Staff noted good communication with the two administrators and stated they were very present and responsive. Parents felt communication was very effective with the teachers and the administrators. Board stated there is good communication between administration and board members.

Does the school have procedures in place to facilitate parental involvement and understanding of student learning?

Rating:
Meets

Evidence: School Handbook, Parent and Student
interviews

Detail: The student handbook, parent teacher conferences and student led conferences and report cards were all ways parents explained how they received information about student achievement. Parents felt comfortable being in the classroom and understood the importance of their presence in the functioning of the school.

Does the school facility support high quality teaching and learning?

Rating:

Exceeds

Evidence: Stakeholder interviews, school and classroom
observations

Detail: The building was recently remodeled and was a very pleasant and clean environment. Spaces were well equipped, adequately-sized, and there appeared to be space for all school activities. There were meeting places in both the front office spaces as well as a conference room. The school entrance opens to a large library space with a great deal of seating space for students and visitors.

1
1

Are health, safety, and accessibility standards being met and is documentation being kept current?

Rating:
Meets

Evidence: Stakeholder interviews, school
observations

Detail: The building seemed to be in very good repair, exterior doors besides the main entrance were all locked and there was a check in and check out process and visitor badges for visitors. There was clear visibility from the front office to the front doors enabling staff to see who is entering the building.

**GOVERNAN
CE**

Do members of the school's board act as public agents authorized by the state and provide competent and appropriate governance to ensure the transparency of school operations?

Rating:
Meets

Evidence: Board interview, website
documents

Detail: The board agendas and minutes were available on the website. The board appeared well versed in managing versus governing. The board receives training through Board on Track.

Does the board have policies in place that establish standards for the overall management of the school?

Rating:
Meets

Evidence: Board interview, website
documents

Detail: The board has a policy manual, employee manual, and student handbook. The Board members were able to articulate the roles of the board members and of the board itself in setting and reviewing policy.

Does the board demonstrate alignment with the school's mission, vision, and core values while remaining a governing authority?

Rating:
Meets

Evidence: Board
interview

1
2

Detail: The board members discussed how they had moved from being a managing board to a governing board. They actively recruit members from outside of the parent community with specific expertise. They are currently receiving training from Board on Track.

Has the school's board developed a strategic plan?

Rating:
Approaches

Evidence: Administrator and board interviews, Continuous Improvement Plan

Detail: The school is new and is very much guided by the charter, its vision and the vision of its founder. The CIP did not include student achievement data, but it did outline the goals of the school for the year.

Does the school's board provide appropriate academic oversight?

Rating:
Meets

Evidence: Continuous Improvement Plan, Board interview

Detail: Board members seemed aware of student achievement data. The CIP for 2017-2018 did not include student achievement data or goals for achievement. However, many narrative goals related to student achievement were included within the CIP. Administrators update the board on student achievement data on a regular basis.

Does the school's board provide appropriate operational oversight?

Rating:
Meets

Evidence: Board and Administrator's

interviews

Detail: The board was very engaged in the process of acquiring and remodeling the current facility and is beginning work to acquire a high school facility. The board evaluates the Director, who evaluates the Principal.

GOVERNANCE:
FINANCIAL

Does the school's board provide appropriate financial oversight?

Rating:
Meets

Evidence: Board interview, Business Manager interview, Bluum contract

1
3

Detail: The school contracts with Bluum to oversee their financial and HR records processes. The terms of this agreement were well delineated. The Board was compromised of members who were well versed in the financial aspects of the school and were able to articulate the financial position of the school.

Does the school maintain appropriate internal controls and procedures?

Rating:
Meets

Evidence: Business Manager interview

Detail: The internal controls put in place appear adequate and effective. All record

keeping was well detailed and the information provided to board members was effective. All records on the website appeared to be in compliance.

Does the school maintain adequate financial resources to ensure stable operations?

Rating:
Meets

Evidence: Business Manager interview, Financial documents
review

Detail: The school is currently receiving grant funding as part of their start up process. The financials included a four-year plan that included years where that funding stream was no longer available. The school has adequate reserves. Cash flow projections were prepared and reviewed.

Is the school demonstrating strong short and long-term fiscal viability?

This indicator was not rated and does not represent an area of concern. The school is fully enrolled and has built a budget on realistic expectations for future enrollment. The school has an extensive waiting list.

Does the school operate pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate?

Rating:
Meets

Evidence: Board and Business Manager interview, Financial
documents

Detail: The school had multi-year projections that had been prepared by Bluum. The board and leadership were involved in creation of the budget priorities and the budget itself is created by Bluum based on those priorities. As the school is new, there does not appear to have been opportunities for the board to have to make substantial revisions to its budgetary plans.