

# CHARTER SCHOOL PERFORMANCE CERTIFICATE

This performance certificate is executed on this 13<sup>th</sup> day of June 2019, by and between the Idaho Public Charter School Commission (the “Authorizer”), and Alturas International Academy, (the “School”), 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, on October 8, 2015, the Authorizer approved a charter petition for the establishment of the School; and

WHEREAS, the School began operations in the year 2016; and

WHEREAS, the School’s charter was renewed on March 1, 2019 for a five-year term of operations,

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. Continued Operation of School.** Pursuant to the Charter Schools Law, the Authorizer hereby approves the 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 C.
- B. Term of Agreement.** This Certificate is effective as of July 1, 2019, and shall continue through June 30, 2024, 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 School shall notify the Authorizer of any modification to the Articles or Bylaws 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 Charter Board shall notify the Authorizer of any changes to its composition and provide an amended School Leadership 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 grades K-8 through 6/30/2021, and grades K-5 from 7/1/2021 through the end of this Performance Certificate term.
- 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 B. 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. Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School’s comparison group shall be identified as described below and shall be established for the length of the Certificate term. The School’s comparison group shall include all schools in the following school districts: **Idaho Falls School District (091)**.
- D. 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.
- E. 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.
- F. 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.

- G. 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.
- H. Site Visits.** The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.
- I. 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.
- B. Maximum Enrollment.** The maximum number of students who may be enrolled in the school shall be 594 students for the 2020-2021 school year and 576 students through the end of the performance certificate term.
- 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.
- D. School Facilities.** 151 N Ridge Ave, Idaho Falls, ID 83402. 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: all of Idaho Falls School District # 91, Bonneville School District # 93, and Shelley School District # 60.
- 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 Performance Framework incorporated into this agreement as Appendix B.
- 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 November 1 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 D.
- 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 D.
- 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

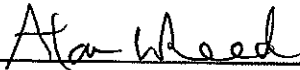
has been afforded a public hearing, unless the Authorizer determines that continued operation of the public charter school presents an imminent public safety issue. If the School's Charter is revoked, the School shall work with the Authorizer ensure a smooth and orderly closure and transition for students and parents, as guided by the public charter school closure protocol established by the Authorizer attached as Appendix D.

- 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. 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 July 1, 2019.



\_\_\_\_\_  
Alan Reed

Chairperson, Idaho Public Charter School Commission



\_\_\_\_\_  
Jared Allen

Chairperson, Alturas International Academy Board

## Amendment 1

IN WITNESS WHEREOF, the Authorizer and Alturas International Academy Inc. have executed this Amendment to the Performance Certificate to make changes to the charter, including increasing enrollment numbers for grades 6-8 in years 2020-2021, and grades K – 5, including total enrollment, in years 2021 – 2022 through 2025-2026. This Amendment to the Alturas International Academy Inc. charter is effective as of August 13<sup>th</sup>, 2020.

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
K	48	48	62	64	64	<del>64</del> 96	<del>64</del> 96	<del>64</del> 96	<del>64</del> 96	<del>64</del> 96
1	41	48	48	64	64	<del>64</del> 96	<del>64</del> 96	<del>64</del> 96	<del>64</del> 96	<del>64</del> 96
2	42	48	48	64	64	<del>64</del> 96	<del>64</del> 96	<del>64</del> 96	<del>64</del> 96	<del>64</del> 96
3	42	50	48	64	64	<del>64</del> 96	<del>64</del> 96	<del>64</del> 96	<del>64</del> 96	<del>64</del> 96
4	36	54	52	64	64	<del>64</del> 96	<del>64</del> 96	<del>64</del> 96	<del>64</del> 96	<del>64</del> 96
5	36	54	54	64	64	<del>64</del> 96	<del>64</del> 96	<del>64</del> 96	<del>64</del> 96	<del>64</del> 96
6	36	50	54	64	<del>64</del> 74	-	-	-	-	-
7		50	50	64	<del>64</del> 70	-	-	-	-	-
8		15	50	54	<del>64</del> 66	-	-	-	-	-
<b>Total</b>	<b>281</b>	<b>417</b>	<b>466</b>	<b>566</b>	<del>576</del> <b>594</b>	<b>576</b>	<b>576</b>	<b>576</b>	<b>576</b>	<b>576</b>

*Alan Reed*

Alan Reed (Aug 31, 2020 15:00 MDT)

PCSC Chairman, Alan Reed

Aug 31, 2020

Date

*Jeffrey Carr*

Jeffrey Carr (Sep 4, 2020 15:30 MDT)

AIA Chairman of the Board

Sep 4, 2020

Date



## Amendment 2

IN WITNESS WHEREOF, the Authorizer and Alturas International Academy have executed this amendment to the Performance Certificate, effective 12/1/2020:

1. To incorporate the PCSC Performance Framework (revised on 10/8/20) as Appendix B of this Performance Certificate.
2. To include the following language as Section 4C of this Performance Certificate:

**Identified Comparison Group.** For purposes of evaluating the School against the metrics and measures established in the Performance Framework, the School's comparison group shall be identified as described below and shall be established for the length of the Certificate term. The School's comparison group shall include all schools in the following school districts: Idaho Falls School District (091).

3. To revise the language in section 3B of this Performance Certificate to read as follows:  
The School may serve students in grades K-8 through 6/30/2021, and grades K-5 from 7/1/2021 through the end of this Performance Certificate term.
4. To make the following changes to Section 5B of this Performance Certificate:
  - a. Change the enrollment capacity to 594 for 2020-2021 school year and 576 through the end of the performance certificate term, and
  - b. Remove "with annual per-class and overall enrollment caps as outlined in the approved Charter attached as Appendix C."
5. To update the language in Section 4H – Site Visits, to align with PCSC policy revisions. The revised language is noted below:
  - a. The Authorizer may conduct site visits in accordance with the Authorizer's policy. Reports from any site visit shall be made available to the School and shall be included in the School's annual Performance Report.

*Alan Reed*

Alan Reed (Nov 30, 2020 13:22 MST)

---

**Chairman, Idaho Public Charter School Commission**

*Jeffrey Carr*

Jeffrey Carr (Dec 1, 2020 16:41 MST)

---

**Chairman, Alturas International Academy Board**









# Alturas International Academy

Final Audit Report

2020-12-01

Created:	2020-11-30
By:	Dianne Hobbs (dianne.hobbs@osbe.idaho.gov)
Status:	Signed
Transaction ID:	CBJCHBCAABAANNBoX9t2zgaoTQXbUnz0lkn0rj4P2Rib

## "Alturas International Academy" History

-  Document created by Dianne Hobbs (dianne.hobbs@osbe.idaho.gov)  
2020-11-30 - 7:40:18 PM GMT- IP address: 164.165.55.159
-  Document emailed to Alan Reed (milkmanreed@gmail.com) for signature  
2020-11-30 - 7:41:09 PM GMT
-  Email viewed by Alan Reed (milkmanreed@gmail.com)  
2020-11-30 - 8:21:45 PM GMT- IP address: 174.126.249.214
-  Document e-signed by Alan Reed (milkmanreed@gmail.com)  
Signature Date: 2020-11-30 - 8:22:27 PM GMT - Time Source: server- IP address: 174.126.249.214
-  Document emailed to Jeffrey Carr (jeffrey.carr@alturasacademy.org) for signature  
2020-11-30 - 8:22:28 PM GMT
-  Email viewed by Jeffrey Carr (jeffrey.carr@alturasacademy.org)  
2020-12-01 - 0:12:59 AM GMT- IP address: 66.249.84.87
-  Document e-signed by Jeffrey Carr (jeffrey.carr@alturasacademy.org)  
Signature Date: 2020-12-01 - 11:41:39 PM GMT - Time Source: server- IP address: 174.126.10.176
-  Agreement completed.  
2020-12-01 - 11:41:39 PM GMT

Amendment 3

WITNESS WHEREOF, the Authorizer and Alturas International Academy have executed this amendment to the Performance Certificate, effective 9/12/2022:

1. To add the following language to page 66 of the charter section of this Performance Certificate:

Children who attended the public charter school within the previous three (3) school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment.

*Alan L Reed*  
Alan L Reed (Oct 5, 2022 11:56 MDT)

Oct 5, 2022

---

**Chairman, Idaho Public Charter School Commission**

*Callie Hatch*  
Callie Hatch (Oct 5, 2022 11:52 MDT)

Oct 5, 2022

---

**Chairman, Alturas International Academy**

**Appendix A: Conditions of Authorization/Renewal**

**Appendix B: Performance Framework**

**Appendix C: Charter**

**Appendix D: Public Charter School Closure Protocol**

**Appendix A: Conditions of Authorization / Renewal**

No conditions of authorization or renewal are applicable.

**Appendix B: Performance Framework**



IDAHO PUBLIC CHARTER SCHOOL COMMISSION  
**PERFORMANCE FRAMEWORK**



Idaho Public Charter School Commission  
304 North 8<sup>th</sup> Street, Room 242  
Boise, Idaho 83702

Phone: (208) 332-1561  
[pcsc@osbe.idaho.gov](mailto:pcsc@osbe.idaho.gov)

Alan Reed, Chairman  
Jenn Thompson, Director

## ACADEMIC MEASURES

### All School Measures

1. Math Proficiency
2. ELA Proficiency
3. Math Growth
4. ELA Growth
5. Literacy Proficiency
6. College and Career Readiness

### Identified Comparison Group Options:

- All schools in the traditional district in which the school is located as reported on the Idaho Report Card.
- A custom group of individual schools from across Idaho that have similar demographic attributes to the charter school.
- All alternative schools in Idaho.



## 1. MATH PROFICIENCY

**Proficiency Rate:** The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, or the school's proficiency average is in 90 <sup>th</sup> percentile of all Idaho schools.
<b>Meets Standard</b>	<b>The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.</b>
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

## 2. ELA PROFICIENCY

**Proficiency Rate:** The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Math and ELA Proficiency Rubric	
Exceeds Standard	The school's proficiency rate is greater than one standard deviation above the mean of the identified comparison group, or the school's proficiency average is in 90 <sup>th</sup> percentile of all Idaho schools.
<b>Meets Standard</b>	<b>The school's proficiency rate is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.</b>
Approaches Standard	The school's proficiency rate falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate is more than one standard deviation below the mean of the identified comparison group, OR the school has been identified for comprehensive or targeted support for three consecutive years as per the Idaho Consolidated Plan.

### 3. MATH GROWTH

**Growth Rate:** The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric Math	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR the school's growth rate is in the 90 <sup>th</sup> percentile of all Idaho public schools.
Meets Standard	<b>The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR the growth rate increased by at least 10% over the previous year.</b>
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

#### 4. ELA GROWTH

**Growth Rate:** The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Growth Rubric ELA	
Exceeds Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is greater than one standard deviation above the mean of the identified comparison group, OR the school's growth rate is in the 90 <sup>th</sup> percentile of all Idaho public schools.
Meets Standard	<b>The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group, OR the growth rate increased by at least 10% over the previous year.</b>
Approaches Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment but who did make adequate growth toward proficiency falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The percentage of students in grades 3-8 who did not achieve proficiency on the current year's assessment made adequate growth toward proficiency is more than one standard deviation below the mean of the identified comparison group.

## 5. LITERACY PROFICIENCY

**Literacy Proficiency Rate:** The PCSC will use the proficiency rates as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

Literacy Proficiency Rubric	
Exceeds Standard	The school's proficiency rate on the spring administration of the statewide literacy assessment is greater than one standard deviation above the mean of the identified comparison group; OR The fall to spring change in proficiency rate is 20% or greater.
<b>Meets Standard</b>	<b>The school's proficiency on the spring administration of the statewide literacy assessment is equal to the mean or within one standard deviation above the mean of the identified comparison group; OR the school's fall to spring change in proficiency rate is between 10%-19%.</b>
Approaches Standard	The school's proficiency on the spring administration of the statewide literacy assessment falls within one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's proficiency rate on the spring administration of the statewide literacy assessment is more than one standard deviation below the mean of the identified comparison group.

## 6. COLLEGE AND CAREER READINESS

**Adjusted Cohort Graduation Rate (ACGR):** Alternative schools will be evaluated based on their 5-Year ACGR. All other schools will be evaluated based on their 4-Year ACGR.

**Graduation Rate:** The PCSC will use either the 4-Year ACGR or the 5-Year ACGR as determined by the Idaho Accountability Framework and reported via the Idaho Report Card.

C&C Readiness Rubric	
Exceeds Standard	The school's 4-Year or 5-Year ACGR is greater than one standard deviation above the identified comparison group, OR the school's ACGR is 90%.
<b>Meets Standard</b>	<b>The school's 4-Year or 5-Year ACGR is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.</b>
Approaches Standard	The school's 4-Year or 5-Year ACGR falls between the mean and one standard deviation below the mean of the identified comparison group.
Does Not Meet Standard	The school's 4-Year or 5-Year ACGR is more than one standard deviation below the identified comparison group.

# OPERATIONAL MEASURES

## BOARD STEWARDSHIP

1. Governance Structure
2. Governance Oversight
3. Governance Compliance

## OPERATIONAL MANAGEMENT

4. Student Services
5. Data Security and Information Transparency
6. Facility and Services
7. Operational Compliance

## BOARD GOVERNANCE

### 1. Governance Structure Rubric

**Data Sources:** Board bylaws, articles of incorporation, and any courtesy letters or notifications issued to the school by entities responsible for oversight or enforcement.

Governance Structure Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
<b>Meets Standard</b>	<b>Board Bylaws are compliant with ID law. Articles of Incorporation are current. No investigations were conducted into either ethical behavior or conflict of interest regarding any board director. The board did not experience an Open Meeting Law violation that needed to be cured this year.</b>
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

### 2. Governance Oversight Rubric

**Data Sources:** Board meeting minutes, school policies, continuous improvement plan (or other strategic planning evidence if submitted by the school), and verification of submission of annual administrator evaluation.

Governance Oversight Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
<b>Meets Standard</b>	<b>The board reviews academic data in a timely and thorough manner. The board reviews financial reports in a timely and thorough manner. The board maintains compliant policies. The board engages in strategic planning. The board conducts a compliant annual evaluation of their school leader and/or management organization.</b>
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

3.

## Governance Compliance Rubric

**Data Sources:** If applicable, courtesy letters/notifications of concerns, investigation, or findings issued to the school by entities responsible for oversight or enforcement, and any documentation of correction provided by the school.

Governance Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
<b>Meets Standard</b>	<b>The PCSC did not issue any courtesy letters or notify an external investigative body of compliance concerns this year.</b>
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

## OPERATIONAL MANAGEMENT

### 4. Student Services Rubric

**Data Sources:** If applicable, any notifications or courtesy letters issued by the SDE or SBOE which required corrective action with regard to the school's ELL, SPED, or College and Career Readiness programs, as well as any documentation submitted by the school evidencing correction.

Student Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
<b>Meets Standard</b>	<b>The school's English Language Learner program is in good standing. The school's Special Education program is in good standing. The school's college and career readiness program is in good standing.</b>
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

## 5. Data Security and Information Transparency Rubric

**Data Sources:** periodic desk audit of school website, and any formal notifications regarding data security or public records compliance.

Data Security and Information Transparency Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
<b>Meets Standard</b>	<b>The school’s website is compliant with I.C. 33-133(7) (data collection, access, and security policy); I.C. 33-320 (continuous improvement plan); and I.C. 33-357 (expenditures updated monthly, contracts, performance reports, and annual budgets). The school did not experience any issues involving data security this year. The school did not experience any compliance issue regarding public records requests this year.</b>
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

## 6. Facility and Services Rubric

**Data Sources:** Verification of meal service program and transportation services via public documents and/or school website, and any notifications of concerns regarding occupancy or safety issued to the school by entities responsible for oversight or enforcement.

Facility and Building Services Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
<b>Meets Standard</b>	<b>The school’s occupancy certificate is current. The school maintains current safety inspections and drills. The school provides daily transportation to students in compliance with Idaho Code. The school provides a compliant lunch program.</b>
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.



## 7. Operational Compliance Rubric

**Data Sources:** Periodic observation of enrollment lottery, and if applicable, any corrective action plans issued by the SDE not related to special education, ELL, or college and career readiness (as these are captured elsewhere), or formal notification of late reports or enrollment violations.

Operational Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
<b>Meets Standard</b>	<b>Required reports are submitted accurately and on time. The school maintains a compliant enrollment process. No correct action plans were issued by the SDE this year.</b>
Approaches Standard	The school was informed of or became aware of non-compliance and action to correct the issue was taken within 30 days.
Does Not Meet Standard	The school was informed of or became aware of non-compliance and action to correct the issue was not taken within 30 days.

# FINANCIAL MEASURES

## NEAR TERM HEALTH

1. Current Ratio
2. Unrestricted Days Cash
3. Default
4. Enrollment Variance

## SUSTAINABLE HEALTH

5. Total Margin and 3Yr Aggregated Total Margin
6. Cash Flow and Multi-Year Cash Flow
7. Debt Service Coverage Ratio
8. Debt to Asset Ratio
9. Financial Compliance Rubric

## NEAR-TERM HEALTH

### 1. Current Ratio

Calculation: Current Assets divided by Current Liabilities

Data Source: Annual Fiscal Audit Report

Current Ratio Rubric	
Exceeds Standard	The school has a current ratio of more than 1.5
<b>Meets Standard</b>	<b>The school has a current ratio of at least 1.1 (or between 1.0 and 1.1 with a 1 year positive trend)</b>
Approaches Standard	The school has a current ratio of between .9 and 1.0 (or between 1.0 and 1.1 with a 1 year negative trend)
Does Not Meet Standard	The school has a current ratio of .9 or less.

### 2. Unrestricted Days Cash

Calculation: Unrestricted Cash and investments divided by ((Total Expenses minus Depreciation Expense) / 365)

Data Source: Annual Fiscal Audit Report

Unrestricted Days Cash Rubric	
Exceeds Standard	The school has more than 60 days cash on hand
<b>Meets Standard</b>	<b>The school has 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.</b>
Approaches Standard	The school has between 15-30 days cash OR between 30-60 days cash, but one-year trend is negative.
Does Not Meet Standard	The school has fewer than 15 days cash on hand.

### 3. Default

Calculation: No calculation.

Data Source: Annual Fiscal Audit Report, Terms of Debt, Other Formal Notifications Received by School.

Default Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years.
<b>Meets Standard</b>	<b>The school is not in default of any financial obligations, and did not experience any instances of default during the fiscal year. Financial obligations include, but are not limited to, making payments to vendors and utility services on time, complying with all loan covenants, filing any reports required for maintenance of grants or philanthropic funds, meeting all tax obligations, and operating without financial judgements or property liens.</b>
Approaches Standard	The school experienced one or more instances of minor default during the fiscal year (such as making late payments); however, the school is not currently in default of any financial obligations.
Does Not Meet Standard	School is currently in default of financial obligations.

### 4. Enrollment Variance

Calculation: Enrollment Projections (as submitted to the PCSC in July) divided by Mid-Term ADA.

Data Source: Mid-Term ADA report

Enrollment Variance Rubric	
Exceeds Standard	The school has met standard for at least 3 consecutive years.
<b>Meets Standard</b>	<b>Enrollment variance is equal to or greater than 95%.</b>
Approaches Standard	Enrollment variance was between 90% and 95%, OR the enrollment variance was less than 90% and the school provided a mid-year amended budget evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.
Does Not Meet Standard	Enrollment variance was less than 90% and the school did not provide evidence of mid-year budget amendments or operational changes evidencing at least a break-even budget based on mid-term enrollment and any resulting revenue adjustments.

## SUSTAINABLE HEALTH

### 5. Total Margin and 3Yr Aggregated Total Margin

Calculation:

Most Recent Year Total Margin: 2019 Net Income divided by 2019 Total Revenue

3-Year Aggregated Total Margin: (2019 Net Income +2018 Net Income +2017 Net Income) divided by (2019 Total Revenue +2018 Total Revenue +2017 Total Revenue)

Data Source: Annual Fiscal Audit Report

Total Margin and 3-Yr Aggregated Total Margin	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
<b>Meets Standard</b>	<b>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.</b>
Approaches Standard	Aggregated 3-Year Total Margin is greater than -1.5 percent, but trend does not "Meet Standard".
Does Not Meet 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.

### 6. Cash Flow and Multi-Year Cash Flow

Calculation (example years are included as reference):

Most Recent Year Cash Flow: 2020 Cash and Investments minus 2019 Cash and Investments

Previous Year Cash Flow: 2019 Cash and Investments minus 2018 Cash and Investments

Multi-Year Cash Flow: 2020 Cash and Investments minus 2018 Cash and Investments

Data Source: Annual Fiscal Audit Report

Cash Flow and Multi-Year Cash Flow	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
<b>Meets Standard</b>	<b>Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive in the most recent year is positive, OR Multi-Year Cumulative Cash Flow is negative, but documentation identifies this as a result of a one-time, planned purchase (such as a facility remodel). Note: Schools in their first or second year of operation must have positive cash flow.</b>
Approaches Standard	Multi-Year Cumulative Cash Flow is positive, but Cash Flow is negative in the most recent year.
Does Not Meet Standard	Multi-Year Cumulative Cash Flow is negative and no documentation identifies this as a result of a one-time, planned purchase.

## 7. Debt Service Coverage Ratio

### Calculation:

If school owns its facility or if the school leases its facility and the lease is capitalized: (Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

If school leases its facility and the lease is not capitalized: (Facility Lease Payments + Net Income + Depreciation Expense + Interest Expense) divided by (Principal + Interest + Lease Payments)

Data Source: Annual Fiscal Audit Report

### Debt Service Coverage Ratio Rubric

Exceeds Standard	The school's debt service coverage ratio is 1.5 or greater OR the school operates debt-free.
<b>Meets Standard</b>	<b>Debt Service Coverage Ratio is between 1.1 and 1.49</b>
Approaches Standard	The school's debt service coverage ratio is between .9 and 1.09
Does Not Meet Standard	Debt Service Coverage Ratio is less than .9

## 8. Debt to Asset Ratio

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report

### Debt to Asset Ratio

Exceeds Standard	The school has met standard for 3 consecutive years, OR the school operates debt-free.
<b>Meets Standard</b>	<b>The school's Debt to Asset Ratio is less than 0.9</b>
Approaches Standard	The school's Debt to Asset Ratio is between 0.9. and 1.0
Does Not Meet Standard	The school's Debt to Asset Ratio is greater than 1.0

## 9. Financial Compliance Rubric

Calculation: Total Liabilities divided by Total Assets

Data Source: Annual Fiscal Audit Report, Desk Audit of Policies, Other Formal Notifications Received by School

Financial Compliance Rubric	
Exceeds Standard	The school has met standard for 3 or more consecutive years.
<b>Meets Standard</b>	<b>Accounting Practices: finances are managed in compliance with GAAP.</b> <b>Financial Transparency: expenditures and contracts are posted on the school's site.</b> <b>Internal Controls: the school's internal controls are compliant.</b>
Approaches Standard	The school was informed of non-compliance with accounting practices, financial transparency, or internal controls, and prompt action to correct is in evidence.
Does Not Meet Standard	The school is operating under a notification of fiscal concern or a notification of possible or imminent closure OR the school was informed of non-compliance with accounting practices, financial transparency, or internal controls and the issues were not corrected within 30 days.

**Appendix C: Charter**





# ALTURAS

---

INTERNATIONAL ACADEMY

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

**Date:** 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](mailto: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

<b>Tab 1 – Executive Summary, Vision, Mission, and Legislative Intent</b>	pg. 3
<b>Tab 2 – Proposed Operations</b>	pg. 7
<b>Tab 3 – Educational Program and School Goals</b>	pg.14
<b>Tab 4 – Measurable Standards, Accreditation, and Accountability</b>	pg.39
<b>Tab 5 – Governance Structure, Parental Involvement, and Audits</b>	pg.44
<b>Tab 6 – Employee Requirements</b>	pg.48
<b>Tab 7 – Admissions, Discipline, Student Policies</b>	pg.64
<b>Tab 8 – Business Plan, Transportation, and School Lunch</b>	pg.70
<b>Tab 9 – Virtual Charter Schools</b>	pg.78
<b>Tab 10 – Business Arrangements, Community Involvement, and School Closure</b>	pg.79

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

### Executive Summary

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

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

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

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

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

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

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

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

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

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

## Overview

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

## Measures of Success

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

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

## Community Need and Interest

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

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

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

## Organizing Group's Motivation

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

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

See Appendix D for a list of the dedicated parents and professionals included in the organizing group.

## Vision

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

## Mission

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

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

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

## Legislative Intent

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

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

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

## Tab 2 – Proposed Operations

### Legal Status of the School

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

The Academy’s Articles of Incorporation can be found in Appendix A.  
The Academy’s Bylaws can be found in Appendix A.

### The Charter School’s Potential Effects

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

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

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

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

develop. The Academy will also provide a forum for discussion of varied approaches to education and new ways of teaching, learning, and administrating educational programs. As local families continue to take more responsibility for their decisions related to their children's education, area districts will see increased parental support, greater responsiveness from all public schools and improvements in student achievement.

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

## Charter School Facilities

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

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

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

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

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

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

It is centrally located within our Primary Attendance Area. It is currently partially occupied office space. We are excited about this location as it is a historically significant part of the Idaho Falls



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

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

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

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

**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

the 2016–17 school year. Additional one-time expenses would include a gravel drive and parking area, sewer line extension and power to the site.

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

## Proposed Location

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

## Target Market

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

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

Informational meetings were held and attended by 20-30 families initially. Responsibilities and research were divided and progress was quickly made toward establishment of Alturas International. Two members of this group, both involved parents, attended the Charter Start workshop where they learned more about the International Baccalaureate (IB) programmes. Simultaneously, but independent of one another, another group of individuals made a trip to Salt Lake City, Pocatello, and Boise to visit charter schools. This was done in an effort to gather information and understand what others found to be best practices. When the group reassembled to share their knowledge and discoveries they learned that they had both had very positive exposure the International Baccalaureate programmes, both in Idaho and Utah. This was presented to the group, who took opportunities to study and learn more. It was determined by that IB aligns very well with the methodology and practices that the organizing group has not only come to love, but has seen great success with over the past 20 years. There are no International Baccalaureate programmes in Southeast Idaho; together the group decided that this would be a marvelous thing to bring to this community in an effort to provide exceptional educational opportunities.

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

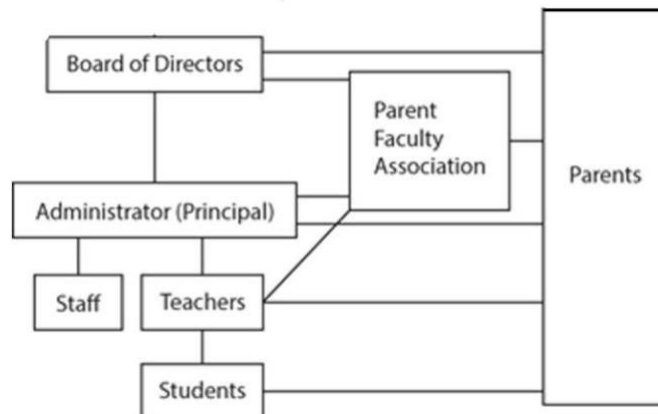
### Administration Services

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

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

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

### Organizational Chart



## Liability and Insurance

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

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

## Anticipated Enrollment

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.

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 - 3 <sup>rd</sup>	36 - 4th 36 - 5th 36 - 6th	0 - 7th 0 - 8th	
2017-2018	417 Students	48 Students	<u>146 Students</u>	<u>108 Students</u>	<u>115 Students</u>	
		48 - K	<u>48- 1st</u> <u>48 - 2nd</u> <u>50- 3<sup>rd</sup></u>	<u>54 - 4th</u> <u>54- 5th</u>	50 - 6th 50 - 7th 15 - 8th	
2018-2019	466 Students	<u>62 Students</u>	144 Students	<u>106 Students</u>	<u>154 Students</u>	
		62 - K	48 - 1st 48 - 2nd 48 - 3 <sup>rd</sup>	<u>52 - 4th</u> <u>54 - 5th</u>	<u>54 - 6th</u> 50 - 7th 50 - 8th	
2019-2020	538 Students	<u>62 Students</u>	216 Students	<u>102 Students</u>	<u>158 Students</u>	
		<u>62 - K</u>	72 - 1st 72 - 2nd 72 - 3 <sup>rd</sup>	50 - 4th <u>52 - 5th</u>	<u>54 - 6th</u> <u>54 - 7th</u> 50 - 8th	
2020-2021	588 Students	<u>62 Students</u>	216 Students	150 Students	<u>160 Students</u>	
		<u>62 - K</u>	72 - 1st 72 - 2nd 72 - 3 <sup>rd</sup>	75 - 4th 75 - 5th	<u>52 - 6th</u> <u>54 - 7th</u> <u>54 - 8th</u>	

## 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 21<sup>st</sup> century, global workplace.

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

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

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

An educated person is a lifelong learner.

### How Learning Best Occurs

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

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

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

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

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

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

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

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

## 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 21<sup>st</sup> century. Students will need a vast set of skills, attributes and cultural awareness to be successful. It is the intention of the Academy to utilize the International Baccalaureate (IB) programmes, which are aligned to the Common Core State Standards, to help prepare its students for success now and in the future. The International Baccalaureate designed its program to develop critical, intellectual personal, emotional, and social skills.

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

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

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

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

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

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

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

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

The Academy will empower students to be successful in an ever-changing world. The "traditional" classroom and teaching methods of students at their desk completing assignments do not adequately prepare students for the 21<sup>st</sup> 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 21<sup>st</sup> century workplace by creating that environment in our classrooms – an environment and teaching methods that stimulate curiosity and inquiry in order to foster a spirit for learning. The multi-age, student-centered classroom



does just that because students have the opportunity to mentor and teach other students, as well as learn from and be mentored by other students.

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

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

This process style provides many benefits, including:

- **Students grow into mentors and teachers by observation, engagement and practice.** Students have several years to be mentored by older students, developing skills on how to become mentors themselves.
- **Teachers learn students' strengths and needs (and how they change) over time.** Teachers are able to observe students and do early interventions to address their needs. They also watch needs change over time, and are able to provide personal assistance based on longitudinal knowledge of the student.
- **Students learn to collaborate and become strong leaders and followers.** By working together, students get the opportunity to lead and follow; provide instruction and take instruction; provide feedback and accept and implement feedback. In addition, students naturally learn to develop community and support a community. They know that their talents and skills make them a valued and necessary part of this community. These skills are critical to successful lifelong learners. Students are exposed to positive models for behavior and social skill as the older students become responsible for the classroom community and culture.

### Curriculum at the Academy – Six Units of Inquiry

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

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

1. **Who We Are:** This is an inquiry into the Nature of Self – what it means to be human. Students ask questions, discover and analyze what it means to be human, what their contributions, rights, and responsibilities to the communities they live in locally and globally are, and discover different cultures throughout the world.
2. **Where We Are:** This is an inquiry into place and time. Students explore history and the people who helped to shape eras, civilizations, migration, travel, and geography. Students gain a greater understanding of how these things have impacted how humans

discover and express ideas. This may include study of and creation of personal histories and journeys, explorations and migrations of humankind, and the interconnections of individuals and civilizations.

3. **How We Express Ourselves:** This is an inquiry into how humans express their knowledge, values, and priorities. In this inquiry, students discover different forms of expression by writing, doing art, reading and writing, dancing, and exploring music and languages – and how each of these have changed across space and time.
4. **How the World Works:** This is an inquiry into the natural world and its laws in which students discover the interaction between the natural world and the impact of science and technological advancement on communities, economies, and the natural environment. Students learn about space, weather, light, medicine, simple machines, and seasons.
5. **How We Organize Ourselves:** This is an inquiry into how humans organize themselves based on natural and man-made systems and communities. Students learn the concepts behind communities, schools, jobs, careers, transportation, banking, currency, societies, laws, and governments so that they can understand how these systems change over time and affect them.
6. **Sharing the Planet:** This is an inquiry into the rights and responsibilities humans have in the struggle to share finite resources with other people. Students study animals, habitats, recycling, pollution, conservation, pets, war, peace, conflict resolution, resources and ecosystems.

The foundation of these inquiries is the International Baccalaureate Learner Profile Attributes which teach students to be balanced, caring, communicators, inquirers, knowledgeable, open minded, principled, reflective, risk takers and thinkers. These attributes are essential to build problem solving skills, critical thinking, collaboration, communication, and creativity which are essential for success in today's world.

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

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

## *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.

- **Open-minded:** IB students understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals, communities and cultures. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from these experiences. IB students have the skills to understand different cultures and are regularly exposed to different ways of living and thinking. This gives them an appreciation of new views to both their academic study and their involvement in local and wider communities. Their international-mindedness complements the missions of the best post-secondary institutions in the world.
- **Caring:** IB students show empathy, compassion and respect toward the needs and feelings of others. They have a personal commitment to service and work to make a positive difference in the lives of others and to the environment. IB students bring this commitment to their communities, their activities, and leadership roles at post-secondary institutions, and they carry it throughout their lives.
- **Risk takers:** IB students approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they are confident when they approach new or unfamiliar subjects or material.
- **Balanced:** IB students understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others. They are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.
- **Reflective:** IB students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. IB students have developed an ability to reflect on their learning and to articulate how they learned.

## Curriculum

### Elements of the Written Curriculum

- **Knowledge:** Significant, relevant content that students explore and gain knowledge and critical thinking skills by taking into consideration their prior experience and understanding.
- **Concepts:** Powerful ideas that have relevance within the content areas and transcend into other areas of work; students must explore and re-explore in order to develop a coherent, in-depth understanding.
- **Skills:** Those capabilities that the students need to demonstrate to succeed in a changing, challenging world, which are disciplinary or transdisciplinary in nature.
- **Attitudes:** Dispositions that are expressions of fundamental values, beliefs and feelings about learning, the environment and people.

### Transdisciplinary Themes

- **Who we are:** An inquiry into the nature of the self; values and beliefs; personal, physical, mental and social health; human relationships, including families, friends, communities, and cultures; rights and responsibilities; and what it means to be human.

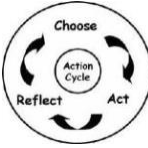
- **Where we are in place and time:** An inquiry into the orientation of place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global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

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

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

These educational outcomes found in these charts are greatly shaped by the relationships between teachers and students. The Academy's teachers will be intellectual leaders and facilitators who empower students to develop confidence and personal responsibility. Challenging learning environments at the Academy will help students develop powerful lifelong learning tools, discipline and the motivation they need in order to meet their goals and help empower others to reach their goals.

The following charts explain IB philosophies related to student-centered education.

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

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

Process				
Collaboration	Central Ideas	Evaluate Plan	Assisted Planning	Teacher as Facilitator

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

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

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

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

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

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

#### Resources:

PYP Conference- Austin, Texas July, 2015

The International Baccalaureate Program by Thomas Jerome Baker

Taking the PYP Forward Edited by Simon Davidson and Steven Carber

Taking the MYP Forward Edited by Mary Hayden and Jeff Thompson

Sage International Baccalaureate in Boise, Utah

Channing International Baccalaureate in Salt Lake City, Utah

Providence International Baccalaureate in Salt Lake City, Utah



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

<p><b>Goal 1:</b> 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.</p>		
Action Steps/timeline	Measures of Progress/Evidence	Accountability
<ol style="list-style-type: none"> <li>1. Create leadership team including lead teacher, administrator, and IB coordinator / January 2016</li> <li>2. Leadership team attends training / January 2016</li> <li>3. IB coordinator submits all necessary forms and fees in regards to IB accreditation / January 2016</li> <li>4. Create IB teacher professional development (PD) calendar for 2016-17 school year and ongoing leadership team training / January 2016</li> <li>5. Begin PD process June 2016 – June 2017</li> <li>6. Reflect and review and if necessary revise training efforts quarterly with leadership team / 2016-17 school year and every subsequent year</li> <li>7. Report progress to Board of Directors monthly – 2017-18 school year and every subsequent year</li> <li>8. Create IB teacher PD calendar for 2017-18 school year/ May 2017</li> <li>9. Continue PD process June 2017-June 2018</li> <li>10. Apply for accreditation in the MYP/ September 2017</li> <li>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.</li> <li>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.</li> </ol>	<ul style="list-style-type: none"> <li>• Professional development calendar for each school year (2016-2020)</li> <li>• Monthly Board of Directors report</li> <li>• Quarterly leadership agenda and minutes</li> <li>• Periodic reports of progress from the International Baccalaureate Organization</li> <li>• Records of teacher training/ spreadsheet detailing training levels, dates etc. for each teacher</li> <li>• Evaluations of teachers' IB knowledge, skills and implementation of the IB curriculum and methods</li> <li>• Walk through observation data</li> </ul>	<ul style="list-style-type: none"> <li>• Report monthly progress to Board of Directors</li> <li>• Report annually to authorizer</li> </ul>

**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
<ol style="list-style-type: none"> <li>1. Research best practices and researched based teaching methods that utilize differentiated instruction, flexible grouping and small group instruction. / January –February 2016</li> <li>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</li> <li>3. Purchase books and other resources necessary for professional development / June 2016</li> <li>4. Deliver first professional development/ August 2016</li> <li>5. Continue with professional development <u>every Friday</u> as per calendar/ September 2016 – June 2017</li> <li>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</li> <li>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</li> <li>8. Complete needs assessment and professional development calendar for 2017-18 school year / May 2018</li> </ol> <p>Researched Based Evidence:                      Theexpeditionsschool.com                      Kidsource.com                      cu-portland.edu</p>	<ul style="list-style-type: none"> <li>• Professional development calendar 2016-17</li> <li>• Informal observation data</li> <li>• Professional development calendar 2017-18</li> <li>• Star Reading and Math benchmark data (ensuring students are making adequate growth – see assessment plan)</li> <li>• Student assessment data – formative common assessments (ensuring students are placed in correct instructional groups and that they are making adequate growth)</li> </ul>	<ul style="list-style-type: none"> <li>• Report monthly progress to Board of Directors</li> <li>• Report annually to authorizer</li> </ul>

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

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

## Education Thoroughness Standards

### 1. A safe environment conducive to learning is provided.

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

To achieve this goal, the Academy will:

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

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

## **2. Educators are empowered to maintain classroom discipline.**

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

To achieve this goal, the Academy will:

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

**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 21<sup>st</sup> 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 21<sup>st</sup> Century.

To achieve this goal, the Academy will:

- Provide a challenging academic program utilizing the Idaho Core Standards combined with the IB framework for curriculum
- Develop and implement a complete Response to Intervention (RTI) system consisting of three tiers of instructional processes that include regular universal benchmark screening of basic language arts and mathematics skills (three times a year), increasing levels of instructional support and intervention, and careful monitoring of progress for students identified for additional support.
  - **Tier 1:** All students receive instruction within an evidence-based, scientifically researched core program aligned with the Idaho Core Standards and the IB framework with the intent to deliver high-quality instruction in language arts and mathematics.
  - **Tier 2:** Students who fall below the expected levels of accomplishment (10<sup>th</sup>–24<sup>th</sup> 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 10<sup>th</sup> percentile on the benchmark universal screeners are at high risk for academic failure and will receive intensive interventions and instruction to meet their individual needs.
- Provide foreign language instruction.
- A comprehensive health curriculum will be taught as required by the State of Idaho.
- Physical fitness instruction will focus on basic health, fitness (flexibility, strength, and endurance) and lifetime sports.
- Frequent opportunities will be provided for students to participate in outdoor activities, such as snowshoeing, hiking, biking, running, skiing, tennis, golfing, and fishing.
- Music and art will be integrated into the interdisciplinary thematic units of instruction.
- Delineate a set of expected best teaching practices, methods, and materials that teachers will employ within their classrooms.
- Provide ongoing professional development in best teaching practices, methods, and materials that are expected to be used within the classroom.
  - Monitor teacher performance and implementation of curriculum and best practices through frequent classroom walkthroughs by teaching peers and administration and through the implementation of a research-based evaluation system, Charlotte Danielson's "Framework for Teaching." "Framework for Teaching" is a research-based set of components of instruction, aligned to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility:
    1. Planning and preparation
    2. Classroom environment
    3. Instruction

#### 4. Professional responsibilities

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

**Goal:** Provide students with academic and social skills that prepare them for future employment in the 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> Century.

To achieve this goal, the Academy will:

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

## Special Education

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

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

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

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

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

1. The school will locate students by establishing and implementing an ongoing Child Find system, which will include referrals by parents, school staff, etc. An individual will be appointed to coordinate the development, revision, implementation and documentation of the Child Find system.
2. The Academy's Child Find system will also publicize and ensure that staff and the Academy's constituents are informed of the availability of special education services through information included in staff orientation, on the school's web page, in registration materials and through the use of various socialmedia.
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.



These sources include, but are not limited to, general education interventions, formal and informal assessments and progress in the general curriculum. They will also include any and all referrals by parents and/or other adults including teachers, counselors or other school professionals as outlined in the Idaho Special Education Manual.

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

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

### *Individual Education Plans*

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

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

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

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

For all special education students, the Academy will develop, review and revise IEPs in

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

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

### *Child Find*

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

### *Discipline*

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

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

Students with disabilities who are subject to disciplinary actions are entitled to all of the due process rights afforded students without disabilities under Idaho Code 33-205 and state and local policies. In addition to these rights, the IDEA provides special education rights and additional discipline procedures to a student with a disability whom the district is removing from his or her current educational placement. Students with disabilities who have been suspended

or expelled for more than ten (10) consecutive or cumulative school days in a school year retain the right to a free appropriate public education (FAPE).

### *Non-Discriminatory Enrollment Procedures*

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

### **LRE Requirements**

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

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

1. Instruction for students with disabilities and the monitoring of that delivery of instruction will be provided by highly qualified school staff. Instructional services will follow the IEP and will be provided in the least restrictive environment as determined by the student's needs.
2. If necessary, the Academy will contract with a private provider for the provisions of other related services, such as speech and language, occupational, and/or physical therapy as outlined in the IEP.

### **Transfer Students**

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

### **Gifted and Talented**

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

## English Learners (EL)

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

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

The following is the EL program eligibility criteria:

- Registration cards will include the question: "What is the primary language spoken in the home?"
- If a response is any language other than English, a survey will go home to the parents.
- If the survey comes back indicating that a student may be EL, the student will be given an English language proficiency test within 30 days of registration or within two weeks of entry into the school.
- If the student tests less than proficient on the English language proficiency test, then a letter will go home to the parents indicating that their child was identified as needing specific English language services. The parents will be given the opportunity to waive the services, if desired.
- If the parent does not waive the limited English proficiency services for their child, the

student will be placed in a program of high-quality language instruction, including:

- Formative assessments of phonological processing, letter knowledge, and word and text reading.
- Focused, intensive small-group reading interventions for at-risk students that include phonological awareness, phonics, reading fluency, vocabulary, and comprehension.
- High-quality vocabulary instruction throughout the school day with essential content words taught in-depth.

### *Section 504*

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

Section 504 responsibilities:

- Student and Parent:
  - Be involved in suggesting accommodations.
  - Participate in Section 504 meetings.
  - Benefit from the accommodations.
- School Administrator, Counselor, Certified, and Classified Staff:
  - Conduct non-discriminatory practices in classrooms.
  - Refer, identify, and evaluate students as appropriate.
  - Encourage parent involvement.
  - Develop and implement program modifications and accommodations.
  - Coordinate Section 504 processes and training.
  - Provide staff and parent training.
  - Manage Section 504 grievance procedures.
  - Help conduct the self-evaluation.
- School Board of Directors:
  - Provide written notice to parents, students, school personnel, and community members of the name and contact information of the 504 Coordinator.
  - Have an understanding of all civil rights laws.
  - Develop grievance procedures.
  - Develop 504 hearing procedures.

### *Dual Enrollment*

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

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

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

## 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 5<sup>th</sup> graders will score a 2 or 3 on the Civic Responsibility Survey Level 1 Post-test.
- At least 80% of 6<sup>th</sup> through 8<sup>th</sup> graders will score a 4 or better on the Civic Responsibility Survey Level 2 Post-test.

## *Methods for Measuring Student Progress*

### **Assessment and Evaluation**

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

### **Standards Based Grading**

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

### **Professional Learning Communities**

The Academy's teachers will meet at least one time a week to collaborate about student learning. Kindergarten through third grade; fourth and fifth grade; and sixth through eighth grade teachers will work in professional learning communities (PLCs) and collaborative teams to develop and align units of instruction based on the IB curriculum and Idaho Core Standards. PLC teams will develop student learning targets and assessments, both formative and summative, that measure proficiency of the learning targets and standards. These assessment tasks will be frequent and varied to allow students to demonstrate progress, achievement and proficiency according to the learning targets and standards identified in each unit of study.

Assessment tasks include, but are not limited to:

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

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



## Portfolios of Learning

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

## Student-Led and Teacher-Led Conferences

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

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

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

## Student Information System

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

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

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

## Accreditation

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

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

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

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

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

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

## School Improvement

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

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

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

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

## Tab 5 – Governance Structure, Parental Involvement, and Audits

### Governance Structure

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

The Board of Directors will serve as the public agents who govern the Academy. There will be 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.

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,

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.

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.

## Tab 6 – Employee Requirements

### Qualifications

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

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

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



## Teacher Quality and Professional Development

### *Background Checks*

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

### *Professional Codes and Standards*

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

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

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

If teacher performance is deemed below expectation, the teacher will be placed on probation. With input from the teacher and guidance from the Administrator, 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.

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

- **Differentiated Instruction:** Teaching method and structure for providing small group instruction for students at their individual instructional level(s).
- **Multi-aged Classroom:** Philosophy, teaching strategies, and planning.
- **Professional Learning Communities:** Teachers working in collaborative groups to answer these four questions:
  - What do we want the students to learn (curriculum and standards)?
  - How will we know if they have learned it (formative and summative assessments)?
  - What will we do if they don't learn the standards (intervention methods and materials)?
  - What will we do if they have already mastered the standard (move to the next standard or provide enrichment opportunities)?
- **IB Programme Development Training:** Initial training for administration and head teachers; future training for all teaching staff.
- **CHAMPS:** Classroom management and discipline strategies and framework.
- **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.

- **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.

- **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	<ul style="list-style-type: none"> <li>• Pre-conference may be done at the end of the previous school year or before the new school year begins:                             <ul style="list-style-type: none"> <li>○ Review previous student growth measures.</li> <li>○ Be prepared to discuss student growth measures for upcoming year.</li> <li>○ Review Evaluation Calendar and evaluation documents with administrator.</li> <li>○ Schedule Beginning of the Year Conference with administrator.</li> </ul> </li> <li>• Be prepared to discuss parental/guardian input.</li> <li>• Review administrator/school's previous year's student achievement data.</li> <li>• Determine if other items will be used when measuring effectiveness.</li> <li>• Conduct Beginning of the Year Conference with administrator</li> <li>• Schedule school walk-through</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator sets professional growth goals and creates a professional growth plan.</li> <li>• 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.</li> <li>• During the Beginning of the Year Conference, the administrator and evaluator will review the Professional Growth Goals in the Professional Growth Plan.</li> <li>• Administrator must review and be prepared to discuss student achievement data and parental/guardian input.</li> </ul>
August–December	Ongoing conversations based on multiple school visits, targeted development activities, and other information.		
December–February	Mid-Year Conference with Evaluator	<ul style="list-style-type: none"> <li>• Review administrator Professional Growth Plan.</li> <li>• Conduct Mid-Year Conference                             <ul style="list-style-type: none"> <li>○ Provide feedback on Professional Growth Plan.</li> </ul> </li> <li>• Within 5–7 days of observation, the administrator should receive written feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss Professional Growth Plan.</li> <li>• Receive feedback on performance.</li> <li>• Professional Growth Plan may be adjusted during this conference if the goals are not ambitious enough, unrealistically ambitious, or not yielding the desired outcomes.</li> <li>• Depending on individual development needs and new data, the Professional Growth Plan can be revisited and adjusted more frequently.</li> </ul>

March-May	Ongoing conversations based on multiple school visits, targeted development activities, and other information. All contract personnel shall be evaluated at least once annually. An annual evaluation (Section 33-514 and 33-515) shall include, at a minimum, 2 formative observations and/or evaluative discussions.		
By the end of the year	End of Year Conference	<ul style="list-style-type: none"> <li>• Conduct End of Year Conference.</li> <li>• Discuss Professional Growth Plan.</li> <li>• Provide feedback on performance for entire year.</li> <li>• The evaluator will assign a final effectiveness rating for the year. The four effectiveness ratings are: (1) Unsatisfactory, (2) Basic, (3) Proficient, (4) Distinguished</li> <li>• Within 5-7 days of the observation, the administrator should receive written feedback.</li> <li>• Provide avenue for administrator to respond to written feedback if desired.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss Professional Growth Plan.</li> <li>• 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.</li> <li>• Be prepared to discuss parental/guardian input and student achievement, included within the evaluation.</li> <li>• Administrator may respond to written feedback.</li> </ul>
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.

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

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

## Transfer Rights

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

## Employee Benefits

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

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

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

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

## Collective Bargaining

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

## Contracts

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

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

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

## Health and Safety

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

- The building will pass fire and safety inspections according to the guidelines for all public schools.
- Fire drills shall be held within the first week of the school year and then at least one time each month that school is in session, pursuant to the State of Idaho General Safety and Health Standards (IGSHS). Evacuation and active shooter drills will be conducted periodically throughout the school year.
- Evacuation maps will be posted throughout the building near the exit to each room.
- Visitors and volunteers will be required to check in and check out through the main office.
- Any student who must leave early must check out in the office and be signed out by a parent/guardian or a responsible adult listed on the student's records. A certified health professional will be hired once the Academy enrollment reaches the threshold where one is required.
- The Academy will hold health records highlighting any chronic health issues, which will be made available during emergencies.
- Students attending the Academy will be required to be current with all immunizations and must furnish their immunization record, or students must present a certificate or statement that will be kept in their file that for medical, personal, or religious reasons, the student will not be immunized.
- Emergency contact information will be held for each student.

- All employees will need to pass a criminal history background check.
- The Academy is committed to providing an environment free of bullying, harassment, discrimination, illicit drugs, and weapons.
- In order to maintain a quality educational atmosphere, preserve discipline and good order, and promote the safety and security of students and employees, all school property, including but not limited to, buildings, equipment, buses, grounds, and other physical settings and equipment of the Academy will be under the direct jurisdiction and exclusive control of the Board of Directors and will be subject to search by members of the administrative staff. Therefore, students will be advised that it is the policy of the Academy that members of the administrative staff will have the authority to search student desks and all other school property over which the school has control at any time, without student consent and without a search warrant. Members of the administrative staff will also have the authority to search the personal property of students, when reasonable under the circumstances. This authority to search school property, or personal property of the student when appropriate, will be extended to members of the teaching staff who accompany students on out-of-town activities for school-related purposes at school expense.

### *Bullying and Harassment*

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

- **Cyber Bullying:** Alturas International Academy defines cyber bullying as bullying through the use of technology or any electronic communication. This includes, but is not limited to, electronic mail, internet communications, instant messaging, posting on social networking sites, or facsimile communications. Cyber-bullying includes creating a web page or blog in which the creator assumes the identify of another person, the knowing impersonation of another person as the author of posted content or messages, or the distribution by electronic means or communication of messages that meets the definition of bullying above, whether distributed directly or creating a posting that may be accessed by one or more persons. Since most cyberbullying takes place off school grounds, in order for the school to intervene and discipline, the administrator is going to need to make the determination that the cyberbullying has adversely affected the educational environment and that, because of the cyberbullying, there is an imminent threat to the safety of a student or to the school learning environment.
- **Relationship Abuse** is defined as the use of physical, sexual, verbal, emotional, or technological abuse by a person to harm, threaten, intimidate, or control another person in a relationship of a romantic or intimate nature, regardless of whether that relationship is continuing or has concluded or the number of interactions between the individuals involved.



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

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

### **Complaint/Investigative Procedure**

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

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

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

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

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

### **Intervention/Consequences**

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

- Mediation
- Removal from activity or class
- Loss of privilege
- Counseling

- Referral to the Behavior Intervention Team
- Suspension
- Expulsion
- Referral to local law enforcement agency

### *Suicide Prevention*

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

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur as part of the health curriculum.
2. The school counselor will serve as a suicide prevention coordinator and as a point of contact for students in crisis and to refer students to appropriate resources.
3. When a student is identified as being at risk, they will be assessed by the school counselor who will work with the student and his or her family to help connect them to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as:
  - The National Suicide Prevention Lifeline: 1.800.273.8255 (TALK), [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)
  - The Trevor Lifeline: 1.866.488.7386, [www.thetrevorproject.org](http://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

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.

- 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.

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

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.

- 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.

## 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.



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 - 3 <sup>rd</sup>	36 - 4th 36 - 5th 36 - 6th	0 - 7th 0 - 8th	
2017-2018	417 Students	48 Students	<u>146 Students</u>	<u>108 Students</u>	<u>115 Students</u>	
		48 - K	<u>48-1st</u> <u>48-2nd</u> <u>50-3<sup>rd</sup></u>	<u>54-4th</u> <u>54-5th</u>	50 - 6th 50 - 7th 15 - 8th	
2018-2019	466 Students	<u>62 Students</u>	144 Students	<u>106 Students</u>	<u>154 Students</u>	
		62 - K	48 - 1st 48 - 2nd 48 - 3 <sup>rd</sup>	<u>52 - 4th</u> <u>54 - 5th</u>	<u>54 - 6th</u> 50 - 7th 50 - 8th	
2019-2020	538 Students	<u>62 Students</u>	216 Students	<u>102 Students</u>	<u>158 Students</u>	
		<u>62 - K</u>	72 - 1st 72 - 2nd 72 - 3 <sup>rd</sup>	50 - 4th <u>52 - 5th</u>	<u>54 - 6th</u> <u>54 - 7th</u> 50 - 8th	
2020-2021	588 Students	<u>62 Students</u>	216 Students	150 Students	<u>160 Students</u>	
		<u>62 - K</u>	72 - 1st 72 - 2nd 72 - 3 <sup>rd</sup>	75 - 4th 75 - 5th	<u>52 - 6th</u> <u>54 - 7th</u> <u>54 - 8th</u>	

## 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, and children who attended the public charter school within the previous three (3) school years, but who withdrew as a result of the relocation of a parent or guardian due to an academic sabbatical, employer or military transfer or reassignment.

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

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

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

---

Academy.

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

## **Lottery Process**

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

## **Waiting Lists**

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

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

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

## ***Notification of Acceptance***

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

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

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

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

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

## **Public School Attendance Alternative**

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

## Notification of Enrollment Opportunities

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

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

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

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

## Denial of Attendance

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

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

## Student/Parent Handbook

---

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

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

See Appendix Q for a DRAFT of the student/parent handbook.

## Tab 8 – Business Plan, Transportation, and School Lunch

### Business Description

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

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

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

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

The Academy will report directly to the Authorized Chartering Entity.

### Marketing Plan

#### *Market Analysis*

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

### *Competitive Analysis*

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

### *Marketing Strategy*

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

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

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



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

## Management Plan

### *Form of School Organization*

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

### *Board of Directors*

The business and affairs of the Academy will be managed by its Board of Directors, which shall consist of no fewer than five (5) and no more than nine (9) members. The Board of Directors will conduct its business at an annual meeting conducted on the 2<sup>nd</sup> 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 2<sup>nd</sup> 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.

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

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

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

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

### *Administrator/Organizational Structure*

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

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

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

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

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

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

## Operations Plan

### *Pre-Opening*

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

### *Academic Day to Day Operations*

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

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

## Financial Plan

### *Financial Management*

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

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

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

### *Operating Budget*

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

### *Income Sources*

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

### *Working Capital and Asset*

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

### *Fundraising*

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

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

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

## *Purchasing*

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

## *Payroll*

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

## *Transportation Plan*

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

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

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

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

In accordance with Idaho Code, students who live less than one and one-half miles from the nearest established bus stop must provide their own transportation to the bus stop. That distance shall be determined by the nearest and best route from the junction of the driveway of

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

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

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

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

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

### *Student Travel for Extracurricular Activities, Field Trips, Etc.*

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

### **School Lunch Program**

The Academy will 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 9 – Virtual Charter Schools

The Academy is not a virtual charter school.

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

### Business Arrangements

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

## Table of Contents

Introduction.....	4
A Conceptual Timeline for Closure.....	5
Notification and Initial Steps.....	6
Develop / Monitor Implementation of the Closure Plan.....	8
Finalize School Affairs: Governance and Operations.....	9
Finalize School Affairs: Finance.....	11
Finalize School Affairs: Reporting.....	12
Dissolution.....	13



# 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.<sup>2</sup> 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.”<sup>3</sup>

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.

---

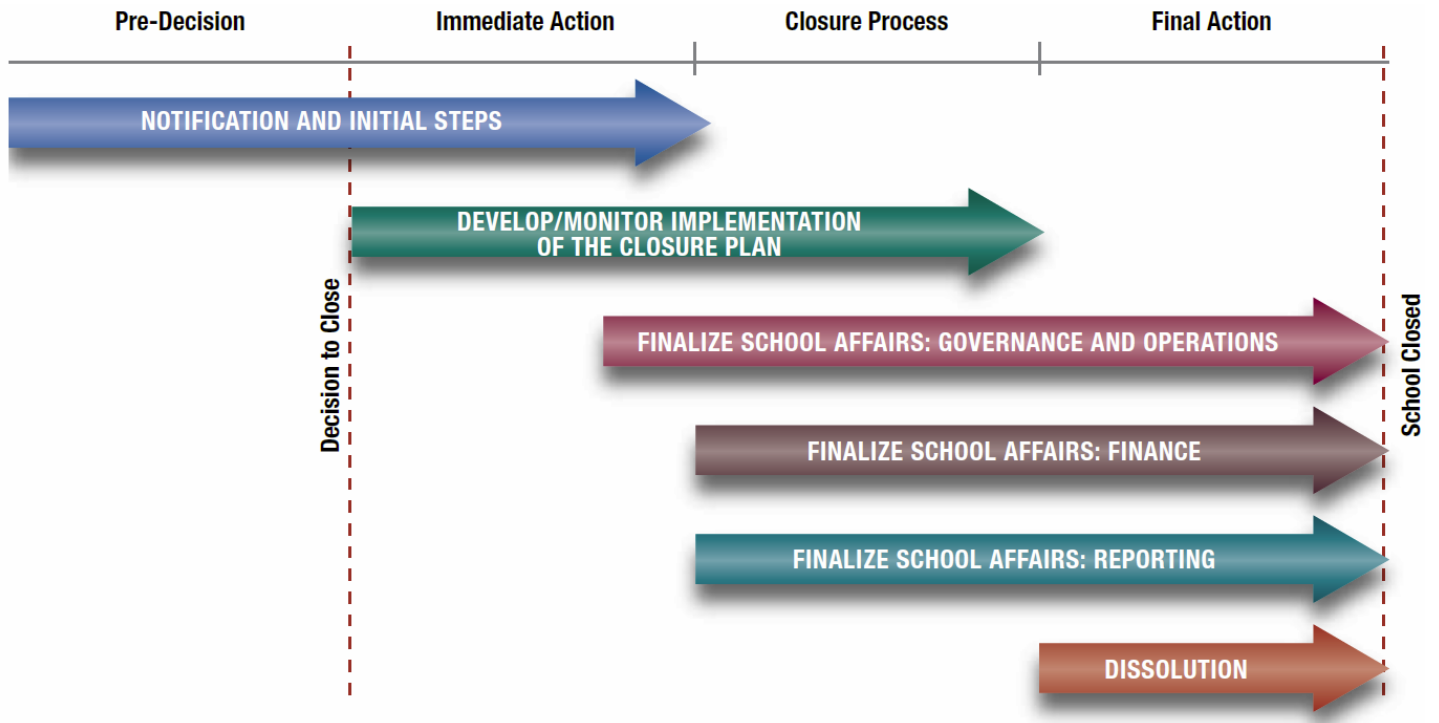
## Endnotes

<sup>1</sup> 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.

<sup>2</sup> I.C. § 33-5212

<sup>3</sup> 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



## Notification and Initial Steps

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Meet with PCSC and SDE staff</b></p> <p>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:</p> <ol style="list-style-type: none"> <li>1. Review the remaining process for finalizing the closure decision as applicable</li> <li>2. Review the Closure Protocol and tasks and clarify critical deadlines</li> <li>3. Identify points of contact for media or community questions</li> <li>4. Draft communication to staff, families, and affected districts</li> </ol>	School, PCSC, SDE			
<p><b>Notify Parents / Guardians of Potential Closure</b></p> <ol style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Assurance that instruction will continue through the end of the school year or an estimation of when instruction will cease.</li> <li>• Assurance that after a final decision is reached, parents/students will be notified and assisted in the reassignment process.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for parents/guardians with questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Notify School Districts Materially Impacted</b></p> <ol style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>• The reasons for closure.</li> <li>• If applicable, an explanation of the appeals process and likely timeline for a final decision.</li> <li>• Copy of the letter sent to parents.</li> <li>• Public Charter School Closure FAQ.</li> <li>• Contact information for questions.</li> </ul> </li> </ol>	School, PCSC			
<p><b>Meet with Charter School Faculty and Staff</b></p> <p>Administrator and charter board chair meet with the faculty and staff to:</p> <ol style="list-style-type: none"> <li>1. Discuss reasons for closure, status of appeals process (if applicable), and likely timeline for a final decision.</li> <li>2. Emphasize importance of maintaining continuity of instruction through the end of the school year.</li> <li>3. Emphasize need to limit expenditures to necessities.</li> <li>4. Discuss plans for helping students find new schools and need for teachers and staff to have organized student files prepared for transfer.</li> <li>5. Identify date when last salary checks will be issued, when benefits terminate, and anticipated last day of work.</li> <li>6. Describe assistance, if any, that will be provided to faculty and staff to find new positions.</li> </ol>	School			
<p><b>Review and Report on Finances</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Communicate with the SDE regarding whether there are any anticipated changes to remaining disbursements from the state.</li> </ol>	School, PCSC, SDE			



<p><b>Send Additional and Final Notifications</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The letters notifying staff, parents, and other districts of the final closure decision should include: <ul style="list-style-type: none"> <li>• The last day of instruction.</li> <li>• Any end-of-the-year activities that are planned to make the transition easier for parents and students.</li> <li>• 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.</li> <li>• Basic information about the process for access and transfer of student and personnel records.</li> </ul> </li> </ol>	<p>School, PCSC</p>			
--	-------------------------	--	--	--

## Develop/Monitor Implementation of the Closure Plan

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Establish Transition Team, Develop Closure Plan, and Assign Roles</b></p> <ol style="list-style-type: none"> <li>1. Contact appropriate entities to establish a transition team, including:               <ul style="list-style-type: none"> <li>• A member of the PCSC staff</li> <li>• A member of the SDE staff</li> <li>• Charter school board chair</li> <li>• Lead administrator from the charter school</li> <li>• Lead finance person from the charter school</li> <li>• Additional members as deemed appropriate</li> </ul> </li> <li>2. Develop plan, review roles of primary entities, identify individuals responsible for closure tasks, and exchange contact information.</li> </ol>	School, PCSC, SDE			
<p><b>Establish a Schedule for Meetings and Interim Status Reports</b></p> <p>Agree on a meeting schedule to review progress and interim, written status reports to include:</p> <ol style="list-style-type: none"> <li>1. Reassignment of students and transfer of student records.</li> <li>2. Identification of long-term storage location of student and personnel records; plan for access and communication to parents regarding access.</li> <li>3. Notification to entities doing business with the school.</li> <li>4. The status of the school's finances, including outstanding expenses and payment of creditors and contractors.</li> <li>5. Sale, dissolution, or return of assets.</li> <li>6. Submission of all required reports and data to the authorizer and/or state.</li> </ol>	School			
<p><b>Submit Final Closure Report</b></p> <p>Submit the completed closure Protocol document and appropriate final closure documents to the PCSC (see the Reporting section for more details).</p>	School			

## Finalize School Affairs: Governance and Operations

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain Identifiable Location</b></p> <p>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.</p>	School			
<p><b>Protect School Assets</b></p> <p>Protect the school’s assets and any assets in the school that belong to others against theft, misappropriation and deterioration.</p> <ol style="list-style-type: none"> <li>1. Maintain existing insurance coverage on assets, including facility, until the disposal of such assets in accordance with the closure plan.</li> <li>2. Negotiate school facility insurance with entities that may take possession of school facility – lenders, mortgagors, bond holders, etc.</li> <li>3. Obtain or maintain appropriate security services. Action may include moving assets to secure storage after closure or loss of facility.</li> </ol>	School			
<p><b>Notify Commercial Lenders / Bond Holders (if applicable)</b></p> <p>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.</p>	School			
<p><b>Terminate EMO /CMO Agreement (if applicable)</b></p> <p>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.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> <p>The school and the management company agree when other services including business services will end.</p>	School			
<p><b>Notify Contractors and Terminate Contracts</b></p> <ol style="list-style-type: none"> <li>1. Notify all contractors, including food service and transportation, of school closure.</li> <li>2. Retain records of past contracts and payments.</li> <li>3. Terminate contracts for goods and services as of the last date such goods or services will be needed.</li> </ol>	School			
<p><b>Notify Employees and Benefit Providers</b></p> <ol style="list-style-type: none"> <li>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. <a href="#">WARN</a> and <a href="#">COBRA</a>) and eligibility for unemployment insurance pursuant to federal or state law or regulations of the Idaho Department of Labor.</li> <li>2. Notify benefit providers of pending termination of all employees, to include: <ul style="list-style-type: none"> <li>• Medical, dental, vision plans.</li> <li>• Life insurance.</li> <li>• PERSI, 403(b), or other retirement plans</li> </ul> </li> <li>3. Consult legal counsel as specific rules and regulations may apply to such programs.</li> </ol>	School			

## Finalize School Affairs: Governance and Operations (continued)

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Maintain and Organize Records</b></p> <ol style="list-style-type: none"> <li>Maintain all corporate records related to: <ul style="list-style-type: none"> <li>Loans, bonds, mortgages and other financing.</li> <li>Contracts.</li> <li>Leases.</li> <li>Assets and their sale, redistribution, etc.</li> <li>Grants -- records relating to federal grants must be kept in accordance with 34 CFR 80.42.</li> <li>Governance (minutes, bylaws, policies).</li> <li>Accounting/audit, taxes and tax status, etc.</li> <li>Employees (background checks, personnel files).</li> <li>Employee benefit programs and benefits.</li> <li>Any other items listed in the closure plan.</li> </ul> </li> <li>Determine where records will be stored after dissolution.</li> </ol>	School			
<p><b>Transfer Student Records and Testing Material</b></p> <ol style="list-style-type: none"> <li>Ensure that all student records are organized and complete</li> <li>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: <ul style="list-style-type: none"> <li>Individual Education Programs (IEPs) and all records regarding special education and supplemental services.</li> <li>Student health / immunization records.</li> <li>Attendance record.</li> <li>Any testing materials required to be maintained by the school.</li> <li>Student transcripts and report cards.</li> <li>All other student records.</li> </ul> </li> <li>Document the transfer of records to include: <ul style="list-style-type: none"> <li>Date of transfer (for each individual student file transferred).</li> <li>Signature and printed name of the charter school representative releasing the records.</li> <li>Name and contact information of the receiver's representative.</li> <li>The total number and percentage of general and special education records transferred.</li> </ul> </li> </ol>	School			
<p><b>Inventory Assets and Prepare Federal Items for Pick-up</b></p> <ol style="list-style-type: none"> <li>Inventory school assets, and identify items: <ul style="list-style-type: none"> <li>Loaned from other entities.</li> <li>Encumbered by the terms of a contingent gift, grant or donation, or a security interest.</li> <li>Belonging to the EMO/CMO, if applicable, or other contractors.</li> <li>Purchased with federal grants or funds (i.e. Charter Start grant) <ul style="list-style-type: none"> <li>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.</li> </ul> </li> </ul> </li> <li>Return assets not belonging to school where appropriate documentation exists. Keep records of assets returned.</li> <li>Organize and pack items purchased with federal funds and arrange for PCSC walk-through and pick-up. <ul style="list-style-type: none"> <li>Boxes should be packed, closed, taped, and <i>clearly</i> labeled with name(s) and/or number(s) corresponding to the inventory.</li> <li>PCSC walk-through must be scheduled in advance and must be at least 2 days prior to the scheduled move day.</li> <li>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.</li> </ul> </li> </ol>	School, PCSC			

## Finalize School Affairs: Finance

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Maintain IRS 501(c)(3) Status</b> Maintain IRS 501(c)(3) status until final dissolution. Notify IRS regarding any address change(s) and file required tax returns and reports.	School			
<b>Notify Funding Sources / Charitable Partners</b> Notify all funding sources, including charitable partners of school closure. Notify state and federal agencies overseeing grants / programs of school closure.	School			
<b>Review and Revise School Budget</b> <ol style="list-style-type: none"> <li>Review the school's budget and overall financial condition.</li> <li>Make revisions, taking closure expenses into account closure while prioritizing continuity of instruction. Submit budget to PCSC and SDE.</li> <li>Identify acceptable use of reserve funds.</li> </ol>	School, PCSC, SDE			
<b>List all Creditors and Debtors</b> Formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. Note 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). <ol style="list-style-type: none"> <li>Creditors include lenders, mortgage holders, bond holders, equipment suppliers, service providers and secured and unsecured creditors.</li> <li>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.</li> </ol>	School			
<b>Notify Debtors and Process Payments</b> Contact debtors to request payment. Process and document received payments.	School			
<b>Determine PERSI Obligations</b> Contact PERSI to determine remaining liabilities for employee retirement program.	School			
<b>Notify and Pay Creditors</b> <ol style="list-style-type: none"> <li>Notify all creditors of the school's closure and request final invoices.</li> <li>Sell appropriate assets.</li> <li>Prioritize and pay creditors in accordance with I.C. § 33-5212(2). Document payments made.</li> </ol>	School			
<b>Itemize Financials</b> Review, prepare and make available the following: <ol style="list-style-type: none"> <li>Fiscal year-end financial statements.</li> <li>Cash analysis.</li> <li>Bank statements for the year, investments, payables, unused checks, petty cash, bank accounts, and payroll reports including taxes.</li> <li>Collect and void all unused checks and destroy all credit and debit cards. Close accounts after transactions have cleared.</li> </ol>	School			
<b>Close Out All State and Federal Grants</b> 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			
<b>Prepare Final Financial Statement</b> 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: <ol style="list-style-type: none"> <li>All assets and the value and location thereof.</li> <li>Each remaining creditor and amounts owed.</li> <li>Statement that all debts have been collected or that good faith efforts have been made to collect same.</li> <li>Each remaining debtor and the amounts owed.</li> </ol>	School			
<b>Complete Final Financial Audit</b> 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			
<b>Reconcile with State</b> Reconcile state billings and payments. Reimbursement of funds previously disbursed to the school may be required.	School, SDE			

## Finalize School Affairs: Reporting

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<b>Prepare and Submit End-of-Year Reports</b> <ol style="list-style-type: none"> <li>1. Communicate with the PCSC regarding necessary end-year or annual data or reporting that needs to be submitted and identify deadlines.</li> <li>2. Prepare and submit annual reports to the authorizer.</li> </ol>	School, PCSC			
<b>Prepare Final Report Cards and Student Records Notice</b> Provide parents / guardians with copies of final report cards and notice of where student records will be sent along with contact information.	School			
<b>Prepare and Submit Final ISEE Report</b> Within 10 days of final closure, submit a final ISEE report to the SDE.	School, SDE			
<b>Prepare and Submit Final Budget and Financial Reporting</b> Within 120 days of final closure, submit a final budget and financial reporting, including final financial audit, to the SDE.	School, SDE			
<b>Prepare and Submit All Other Required State and Federal Reports</b> <ol style="list-style-type: none"> <li>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.</li> <li>2. Prepare and submit reports to the SDE and/or federal government.</li> </ol>	School, SDE			
<b>Prepare and Submit Final Closure Report to the PCSC</b> Submit the completed closure Protocol document and a narrative and/or attachments that outline the following: <ol style="list-style-type: none"> <li>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</li> <li>2. The school's final financial status, including the final independent audit</li> <li>3. The status of the transfer and storage of student records, including:               <ul style="list-style-type: none"> <li>• The school's total enrollment at the start of the final semester</li> <li>• The number and percentage of student records that have been transferred prior to closure</li> <li>• 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</li> <li>• A copy of public communication to parents regarding how to access student records after closure</li> </ul> </li> <li>4. The status of the transfer and storage of personnel records, including:               <ul style="list-style-type: none"> <li>• The school's total number of staff at the beginning of the final semester</li> <li>• The number and percentage of personnel records that have been distributed to staff and/or new employers</li> <li>• 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</li> <li>• A copy of communication to staff regarding how to access personnel records after closure</li> </ul> </li> <li>5. Additional documentation (inventories, operational info, etc.) may be included with the report</li> </ol>	School, PCSC			

## Dissolution

DESCRIPTION OF REQUIRED ACTIONS	ENTITIES INVOLVED	INDIVIDUALS RESPONSIBLE	DEADLINE	STATUS
<p><b>Dissolve the Charter School</b> (I.C. § 30-3-110)</p> <ol style="list-style-type: none"> <li>1. Give appropriate notice of the meeting per Open Meeting law and statute, including the intention to vote on the dissolution of the corporation.</li> <li>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))</li> <li>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)</li> </ol>	School			
<p><b>Notify the Secretary of State</b> (I.C. § 30-3-112)</p> <ol style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>• The name of the non-profit corporation.</li> <li>• The date dissolution was authorized.</li> <li>• A statement that dissolution was approved by sufficient vote of the board.</li> <li>• 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</li> <li>• Such additional information as the Secretary of State determines is necessary or appropriate.</li> </ul> </li> </ol>	School			
<p><b>Notify Known Claimants</b> (I.C. § 30-3-114)</p> <p>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.</p>	School			
<p><b>End Corporate Existence</b> (I.C. § 30-3-113)</p> <p>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:</p> <ol style="list-style-type: none"> <li>1. Preserving and protecting its assets and minimizing its liabilities.</li> <li>2. Discharging or making provision for discharging its liabilities.</li> <li>3. Disposing of its properties that will not be distributed in kind.</li> <li>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.</li> <li>5. Transferring, subject to any contractual or legal requirements, its assets as provided in or authorized by its articles of incorporation or bylaws.</li> <li>6. Doing every other act necessary to wind up and liquidate its assets and affairs.</li> </ol>	School			
<p><b>Notify IRS</b></p> <p>Notify the IRS of dissolution of the education corporation and its 501(c)(3) status and furnish a copy to the authorizer.</p>	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.”<sup>1</sup>