

CHARTER SCHOOL PERFORMANCE CERTIFICATE

This Performance Certificate (“Certificate”) is executed on **October 8, 2020**, by and between the Idaho Public Charter School Commission (the “Authorizer”), and **Alturas Preparatory Academy, Inc** (the “School”), an independent public school organized as an Idaho nonprofit corporation and established under the Public Charter Schools Act of 1998, Idaho Code Section 33-5201 *et seq.*, as amended (the “Charter Schools Act.”)

RECITALS

WHEREAS, on **April 30, 2020** the Authorizer received a petition to establish a new charter school; and

WHEREAS, on **August 13, 2020** the Authorizer approved the new charter school petition;

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

SECTION 1: TERMS OF AUTHORIZATION

- A. Establishment of School.** The School is hereby authorized to implement the program described in the Charter, attached to this Certificate as Appendix C and incorporated herein by this reference. Any significant changes to any section of the Charter, including the educational program, facilities plan, financial plan, or the management plan, during the School’s pre-operational period or first operational term shall be treated as an amendment in accordance with the Authorizer’s policy.
- B. Term of Agreement.** This Certificate is effective as of **October 8, 2020** if properly executed. The school shall be pre-operational from the effective date of this Certificate through June 30, **2021**. The school’s operational term shall be from July 1, **2021** and end on June 30, **2026**. Subsequent terms of operation may be issued by the authorizer in accordance with Idaho Code and PCSC policy.
- C. Pre-Opening Requirements.** The School shall not commence instruction until all pre-opening requirements have been completed to the satisfaction of the Authorizer. Pre-opening requirements are attached as Appendix B and incorporated herein by this reference.
- D. Pre-Opening Conditions.** The School is conditionally approved to operate. Applicable conditions are attached as Appendix D and incorporated herein by this reference. If all pre-opening conditions have been completed to the satisfaction of the Authorizer by the stated due date, the School shall commence operations/instruction with the first day of school after July 1, **2021**. In the event that all pre-opening conditions have not been completed to the satisfaction of the Authorizer by the stated due date, the Authorizer may exercise its

authority at its next regularly scheduled meeting to prohibit the School from commencing operation/instruction until the start of the succeeding semester or school year.

SECTION 2: EDUCATIONAL PROGRAM

- A. School Mission.** The mission of the School is as follows: Alturas Preparatory Academy promotes academic distinction, while empowering students to be principles 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. Relevant learning opportunities for high-quality education through community partnerships and engagement helps our students develop attitudes and knowledge to succeed in a technologically advanced world.
- B. Grades Served.** The School may serve students in grades 6 through 12.
- C. Design Elements.** The School shall implement and maintain the following essential design elements of its educational program:
- a. The School shall shall provide a rigorous education with an emphasis on personal development as an International Baccalaureate (IB) school. Students are empowered to become lifelong learners, critical thinkers and compassionate, caring citizens in their local and global communities. This shall be verified by through the Personal Project in Grade 10 as well as the students' reflection on their "Creativity, Activity, and Service.
 - b. The School shall shall provide an environment that encourages strong collaboration amongst students at the instructional level using analytical and critical thinking skills. This shall be verified by the administration observing and evaluating the level at which teachers incorporate collaboration with analytical and critical thinking skills and providing feedback. Teachers will reflect on Domain II and Domain III in the Danielson Framework and self-evaluate.
 - c. The School shall utilize multi-age classrooms as part of the educational program. This shall be verified by classrooms having multiple grade levels with students being taught on instructional level.
 - d. The School shall use a mastery-based approach to education where students are taught in small groups at instructional levels using best practices. This shall be verified by the administration using the Danielson Framework for Teaching as well as the ELEOT to observe and evaluate best practices in the classroom.
- 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. All reports issued to the school from the accrediting agency shall be submitted to the Authorizer within five (5) days of receipt.

SECTION 3: 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 with respect to the School’s operation, and shall have the responsibility of overseeing academic achievement, financial health, and operational management of the School. The Charter Board shall also be responsible for maintaining and enforcing a compliant board and providing overall board stewardship for the School.
- B. Articles of Incorporation and Bylaws.** The articles of incorporation and bylaws of the Charter Board shall provide for governance of the operation of the School as a nonprofit corporation and a public charter school, and shall at all times be consistent with all applicable rules, laws, and this Certificate. The School shall notify the Authorizer of any modification to the articles of incorporation 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 of incorporation and bylaws, and all applicable law, rule, 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 it taking effect.

SECTION 4: AUTHORIZER ROLE AND RESPONSIBILITIES

- A. Oversight Allowing Autonomy.** The Authorizer’s Role shall be to evaluate the School’s performance outcomes according to this Certificate and the Performance Framework, and shall be to provide compliance oversight. The Authorizer shall comply with the provisions of Charter Schools Act and the terms of this Certificate in a manner that does not unduly inhibit the autonomy of the School.
- B. Charter School Performance Framework.** The Charter School Performance Framework (“Performance Framework”) is attached and incorporated into this agreement as Appendix A. The Performance Framework shall be used to annually evaluate the School’s academic achievement, board stewardship, operational management, and financial health. The specific terms of the Performance Framework are determined by the Authorizer and shall 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:
 - 1. The School’s comparison group shall include all schools in the following school district: Idaho Falls, #91.
- 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. A formal report of the School’s academic, financial, and operational performance shall be published by the Authorizer annually. Data necessary to conduct this evaluation will be collected throughout the year. Additional reviews may be necessary if

compliance concerns arise.

- E. School Performance.** The School shall meet standard on all measures of the Performance Framework included herein. The Authorizer shall renew any charter in which the public charter school met all of the terms of its Certificate, including all appendices, at the time of renewal.
- F. Performance Framework as Basis for Renewal of Charter.** The School’s performance in relation to the Performance Framework shall provide the basis upon which the Authorizer shall decide whether to renew the School’s Charter at the end of the Certificate term.
- G. Required Reports.** The School shall prepare and submit reports as required by the Authorizer’s policy.
- H. Authorizer’s Right to Review.** The Authorizer maintains the right to request and review additional documentation if such becomes necessary in the course of regular oversight duties or to investigate the validity of a compliance concern. The Authorizer shall conduct its reviews in a manner that does not unduly inhibit the autonomy granted to the School.
- I. 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.

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 672 Enrollment shall be limited to the following:

	2020-21	2021-22	2022-23	2023-24
Total Enrollment Not to Exceed:	313	409	505	672

- C. Equitable Enrollment Procedures.** 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 School than there are spaces available, the School shall select students to attend using a random selection process that shall be publicly noticed and open to the public.
- D. School Facilities.** The School shall operate at the following location(s): 2300 E 17th St, Idaho Falls, ID 83404, 3910 S Yellowstone Hwy, Idaho Falls, ID 83402. The School shall provide the Authorizer with facilities documentation, including occupancy permits, fire marshal

reports, building inspection reports, and health department reports for any facility newly occupied by the School, and any remodeling or construction project for which such documentation is necessary in accordance with Authorizer policy and Administrative Rule.

- E. Attendance Area.** The School's primary attendance area shall be used for the purposes of determining applicability of this enrollment preference category. The School's primary attendance areas is as follows: Idaho Falls School District #91, Bonneville School District #93, Shelley Joint School district #60.
- F. Staff.** Instructional staff shall be certified as provided by rule of the state board of education. All full-time staff members of the School shall be covered by the public employee retirement system, federal social security, unemployment insurance, worker's compensation insurance, and health insurance.
- G. Alignment with All Applicable Law.** The School shall comply with all applicable federal and state laws, rules, and regulations. In the event any such laws, rules, or regulations are amended, the School shall be bound by any such amendment upon the effective date of said amendment.

SECTION 6: SCHOOL FINANCE

- A. General.** The School shall comply with all applicable financial and budget statutes, rules, regulations, and financial reporting requirements, as well as the requirements contained in the School's Performance Framework incorporated into this agreement as Appendix A.
- B. Financial Controls.** At all times, the School shall maintain appropriate governance, managerial procedures, and financial controls which shall include, but are not 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 or any other format as may be reasonably requested by the Authorizer.

SECTION 7: TERMINATION, NON-RENEWAL AND REVOCATION

- A. Relinquishment.** Should the School choose to relinquish its Charter before the expiration of the Certificate, it may do so upon written notice to the Authorizer. In such a case, the Authorizer's closure protocol shall begin immediately following written

notification.

- 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, including the Performance Framework. The School may appeal a decision to not renew directly to the state board of education.
- C. Revocation.** The School's Charter may be revoked if the School fails to have sufficient cash on hand as required by the Charter Schools Act. In such event, the Authorizer shall consider whether to revoke the School's Charter at its next regularly scheduled meeting. The decision shall be made at that time. The School may appeal a decision to revoke directly to the state board of education.
- D. Closure.** The Authorizer's closure protocol shall begin immediately after a decision to relinquish is made by the Charter Board, or a decision to revoke or non-renew or is made by the Authorizer. Closure protocol shall begin regardless of whether the School appeals the decision. In the event that closure protocol begins, the School shall cease operations no later than the following June 30th. Closure protocol shall only cease if the state board of education overturns the Authorizer's decision.

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 **October 8, 2020**.

Alan Reed

Alan Reed (Oct 9, 2020 10:15 MDT)

Chairman, Idaho Public Charter School Commission

Jeffrey Carr

Jeffrey Carr (Oct 13, 2020 17:26 MDT)

Chairman, Alturas Preparatory Academy, Inc Governing Board

- Appendix A: Performance Framework**
- Appendix B: Pre-Opening Requirements**
- Appendix C: Charter**
- Appendix D: Conditions of Authorization/Renewal**

Appendix A: Performance Framework



IDAHO PUBLIC CHARTER SCHOOL COMMISSION
PERFORMANCE FRAMEWORK



Idaho Public Charter School Commission
304 North 8th Street, Room 242
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Phone: (208) 332-1561
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 th percentile of all Idaho schools.
Meets Standard	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.
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 th percentile of all Idaho schools.
Meets Standard	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.
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 th percentile of all Idaho public schools.
Meets 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 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.
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 th percentile of all Idaho public schools.
Meets 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 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.
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. 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 100%.
Meets Standard	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.
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.

6. 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.
Meets Standard	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%.
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.

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.
Meets Standard	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.
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.
Meets Standard	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.
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.
Meets Standard	The PCSC did not issue any courtesy letters or notify an external investigative body of compliance concerns this year.
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.
Meets Standard	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.
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.
Meets Standard	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.
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.
Meets Standard	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.
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.
Meets Standard	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.
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
Meets Standard	The school has a current ratio of at least 1.1 (or between 1.0 and 1.1 with a 1 year positive trend)
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 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
Meets Standard	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.
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.
Meets Standard	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.
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.
Meets Standard	Enrollment variance is equal to or greater than 95%.
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.
Meets Standard	Aggregated 3-year Total Margin is positive and the most recent year Total Margin is positive OR Aggregated 3-Year Total Margin is greater than -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive. Note: For schools in their first or second year of operation, the cumulative Total Margin must be positive.
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.
Meets Standard	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.
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.
Meets Standard	Debt Service Coverage Ratio is between 1.1 and 1.49
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.
Meets Standard	The school's Debt to Asset Ratio is less than 0.9
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.
Meets Standard	Accounting Practices: finances are managed in compliance with GAAP. Financial Transparency: expenditures and contracts are posted on the school's site. Internal Controls: the school's internal controls are compliant.
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 B: Pre – Opening Requirements

New School Pre-Opening Requirements

The following items must be collected by the PCSC for your school's files.

ITEM	COLLECTION BY PCSC
Performance Certificate Executed	
Bylaws Executed	
Articles of Incorporation	
Conflict of Interest and/or Code of Ethics Statement	
Facility Lease or Mortgage Executed	
Annual Board Approved Budget	
501c3 Approval Letter	
Org Chart	
Board Member and School Leader Contact Information (PCSC Dashboard)	
Emergency Incident Team Communication Plan	

The school has successfully completed all of the tasks as outlined in the accompanying task lists.

ITEM	PCSC Verification
Enrollment is Sufficient for Operation	
Meeting 1 Tasks (see "Pre-Opening Checklist", "Meeting 1 - October" tab)	
Meeting 2 Tasks (see "Pre-Opening Checklist", "Meeting 2 - December" tab)	
Meeting 3 Tasks (see "Pre-Opening Checklist", "Meeting 3 - February" tab)	
Meeting 4 Tasks (see "Pre-Opening Checklist", "Meeting 4 - April" tab)	
Meeting 5 Tasks (see "Pre-Opening Checklist", "Meeting 5 - June" tab)	
Final Tasks and Facilities Visit (See "Pre-Opening Checklist", "Final Facilities Visit - August" tab)	

Certificate is hereby given that all facts and representations on this assurance document are true and correct.

Printed Name and Title of Authorized Charter School Representative

Signature

Date

Printed Name of PCSC Representative

Signature

Date

Appendix C: Charter



ALTURAS PREPARATORY ACADEMY

**A petition to create a public charter school in Idaho Falls
Serving grades 6-10 (2021-22), 6-11 (2022-23), 6-12 (2023-24)**

Date:	July 31, 2021
Contact Person:	Jared Allen, Chair of the Board of Directors
Contact Address:	2105 Coronado St. Idaho Falls, ID 83404
Contact Phone:	(208) 557-5218
Fax:	(208) 529-9732
Contact Email:	jared.allen@alturasacademy.org
Physical Location:	Within Idaho Falls School District 91

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

Alturas Preparatory Academy does not discriminate on the basis of race/ethnicity, national origin, religion, gender, sexual orientation, gender identity, 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.

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Executive Summary

The goal of Alturas Preparatory Academy is to build upon the success of Alturas International Academy (AIA) by expanding the International Baccalaureate (IB) programs into grades 9-12. As a separate LEA, we will partner with AIA to allow for increased enrollment in grades K-8 by transferring 6th, 7th, and 8th grades to the new school while establishing grades 9-12.

Mission Statement

Alturas Preparatory 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. Relevant learning opportunities for high-quality education through community partnerships and engagement helps our students develop attitudes and knowledge to succeed in a technologically advanced world.

Vision

The vision of Alturas Preparatory Academy is to support, educate and inspire every student to think collaboratively, value learning, and recognize their common humanity and shared stewardship of the planet. As an IB school, we inspire students to be lifelong learners, critical thinkers and global citizens in an ever-changing world.

We are an innovative change for education. With a master approach to education, our students are taught in small group instruction at instructional levels. This gives them the opportunity to work with partners and collaborate at high levels using analytical and critical thinking skills. Alturas Prep will expand on an already established program that teaches self-discipline and responsibility to all students; provides a physical environment that is welcoming and conducive to learning; promotes communication and interaction in the classroom; supports an affective environment that promotes a sense of belonging and self-esteem; and provides an academic environment that promotes learning and self-fulfillment.

Parents in the community have embraced and strongly supported the IB model and have expressed concern that it might not be available to their children as they continue into high school. Alturas Prep will meet the needs of students currently enrolled in AIA while also providing an alternative for other high school students within the community.

Alturas Prep 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 utilizing the Idaho Core standards and structured within the International Baccalaureate (IB) framework. This academic program will develop students who are responsible citizens, intellectually capable and competent. Alturas Prep will also 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.

Section I: Educational Program

Description of Educational Philosophy

Overview

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

The IB program is recognized as one of the best academic preparation programs in the world. <https://www.ibo.org/research/key-findings/> 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 program also offers extensive opportunities for professional development and teacher training. It provides access to a worldwide network of educators sharing experiences and best practices.

An IB education represents a balanced approach, offering students access to a broad range of content that spans academic subjects. As students develop in the Middle Years Program (MYP), grades 6-10, 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 MYP prepares students to transition into the Diploma Program (DP) or the Career-related Program (CP), grades 11-12, by reflecting the depth, breadth and balance that is characteristic of all IB programs.

Through the DP, Alturas Prep is able to develop students who have excellent breadth and depth of knowledge; flourish physically, intellectually, emotionally and ethically; study at least two languages; excel in traditional academic subjects; and explore the nature of knowledge through the program's unique theory of knowledge course. The DP

core: theory of knowledge, the extended essay, and CAS (creativity, activity, and service) elements are combined with studies in language and literature, language acquisition, individuals and societies, sciences, mathematics, and the arts to broaden the student's educational experience and challenge them to apply their knowledge and skills. The DP focuses on rigorous academic study, within a broad and balanced curriculum, which prepares students well for college, employment, and community service.

The CP is a framework of international education that incorporates the values of the IB into a unique program addressing the needs of students engaged in career-related education. The CP's three-part framework comprises the study of at least two DP courses alongside the distinctive CP core and a career-related study. The CP core includes approaches to learning, community and service, language development and a reflective project. The career-related study prepares students for higher education, an internship or apprenticeship, or a position in a designated field of interest.

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

- Teachers cover fewer topics, but with greater detail in implementing the Common Core.
- Students are taught to perform the critical reading that is necessary for research and project implementation.
- Students understand how to collaborate, analyze and present their learning as a group.
- 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.

Incorporating best practices in student achievement and learning, our students will progress based upon their individual mastery of competencies and content, not seat time, age, or grade level. Students will engage more deeply with what they are learning in individualized ways and at their own pace in a collaborative community. Students will move forward as they achieve a mastery of knowledge based on explicit, measurable, and transferable learning objectives that will empower students to apply their knowledge and skills in ways that are directly relevant to their local and global communities.

This is a fundamental shift in the educational paradigm, and it will allow students at Alturas Prep to transition to college-level work at their own pace as they prepare to live, work, and positively contribute to the global community and economy in the 21st century.

At Alturas Prep, we will exhibit:

- Cultural strategies that reflect innovation, an entrepreneurial spirit, inquiry, and collaboration with individual accountability.
- An inclusive mission that supports all students.
- Opportunities for personalized learning in a collaborative and supportive environment.
- Flexible and autonomous leadership that communicates a shared vision and that supports innovative instruction.
- Learning that prepares all students for college and careers and that preserves disciplinary and interdisciplinary integrity.
- Authentic, problem-based learning and design thinking.
- Integrated, innovative curriculum.
- Dynamic assessment systems that include authentic, performance-based assessments.
- A well-prepared teaching staff with ongoing and personalized professional learning.
- Curricular connections with business and industry providing opportunities and access for success in college and career.
- Formal and informal experiences with the community that are personally relevant to the student.

The educational model at Alturas Prep is supported by both the International Baccalaureate World Organization and the Charlotte Danielson's Framework which supports best practices in teaching. <https://danielsongroup.org/blog/tag/research>

Student Academic Achievement Standards

Academic Achievement

Goals

The goal at Alturas Prep is for every student to reach his or her learning potential and develop a life-long love for learning. As citizens of the community and the world, Alturas Prep students will be civically and globally aware and respectful of unique cultural differences. Students will be able to do mathematics, read, write, speak, and listen at academically exceptional levels, as well as analyze, interpret, and synthesize information from a wide range of sources - skills crucial to success in the 21st century global workplace.

Students will be able to identify, access and utilize appropriate sources of technology to support their learning and understanding of the world. They 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.

Students will be self-directed, persistent and know how to work and learn both individually and cooperatively in collaborative groups. They are leaders and learners and can communicate effectively through oral and written communication.

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

As an IB school, Alturas Preparatory Academy will utilize proven practices and programs, which are aligned to the Common Core State Standards, to help prepare its students for success now and in the future. Alturas students will earn an IB diploma through either the Diploma Program or Career-related Program.

Measurements

Alturas Prep will participate in all state-mandated testing as required by Idaho Code 33-5205 (3). Each student will participate in testing as it is an integral part of the educational plan at the Alturas Prep. Accountability in testing will be required of teachers and students, monitored closely by the administration.

Alturas Prep will use the following measures of student progress:

Assessment and Evaluation

Alturas Prep 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 Idaho Core Standards and the IB Program.

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

Alturas Prep's teachers will meet frequently and formally every Friday to collaborate about student learning. They will work in professional learning communities (PLCs) and collaborative teams to develop and align units of instruction based on 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

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

Alturas Prep 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 two times a year during which student, family and teacher will review and analyze the student's portfolio of learning.

Academic Outcomes

- The majority of high school students will show growth on Star Assessments as measured by the 50 SGP or more on the spring assessment. Grades will also perform at or above the 60th percentile in spring performance and/or growth on the NWEA Maps assessments.
- 80% of Alturas Prep students will be proficient writers as measured by a consistent, schoolwide writing rubric.

- Teachers and students set S.M.A.R.T. goals for the coming school year and identify action items they can complete to achieve them. These S.M.A.R.T. goals help teachers align classroom goals with best practices and assist students in developing attributes that will support their learning.
<https://www.slideshare.net/mburgwyn/smart-goal-workshop-for-teachers>
- Students will create long-term projects that are a summative evaluation of their learning.
- Alturas Prep will have a graduation rate of 90%.
- 90% of Alturas Prep graduates will go on to college or technical school.

Soft-Target Goals and Outcomes

Community and Personal Projects

Community and personal projects are an important part of developing, strengthening and evaluating the soft skills that are integral to the mission of Alturas Prep. The community project provides an important opportunity for students ages 13-14 to collaborate and pursue service learning. As a consolidation of learning, the community project engages in a sustained, in-depth inquiry leading to service as action in the community. The aims of the MYP projects are to encourage and enable students to:

- Participate in a sustained, self-directed inquiry within a global context
- Generate creative new insights and develop deeper understandings through in-depth investigation
- Demonstrate the skills, attitude and knowledge required to complete a project over an extended period of time
- Communicate effectively in a variety of situations
- Demonstrate responsible action through, or as a result of, learning
- Appreciate the process of learning and take pride in their accomplishments

The MYP personal project is a student-centered and age-appropriate practical exploration in which students in grade 10 consolidate their learning throughout the program. Alturas Prep will register all MYP students in grade 8 for external moderation of the personal project, promoting a global standard of quality. This long-term project is designed as an independent learning experience of approximately 25 hours. The personal project formally assesses students' Approach to Learning (ATL) skills for self-management, research, communication, critical and creative thinking, and collaboration. The personal project encourages students to practice and strengthen their ATL skills, to connect classroom learning engagements with personal experience, and to develop their own interests for lifelong learning.

Student Culture

Alturas Prep will do the following:

- Have an “improvement-oriented” school culture among teachers and staff.
Teachers have a shared belief about the school’s mission and the extent to which they are involved in charting the overall direction of the school. They demonstrate the ability to solve problems as a group and cultivate, collaborate, and bring together their best thinking to address challenges.
- Have a fundamental belief in the ability of students to learn and achieve.
Teaching methods at Alturas Prep stimulate curiosity and inquiry in order to foster a spirit for learning. Through collaboration, students get the opportunity to lead and follow; provide instruction and take instruction; and provide feedback and accept and implement feedback. This also helps build non-cognitive character skills like perseverance, confidence, and a sense of belonging.
- Train teachers to be facilitators of learning rather than distributors of knowledge.
Facilitating connects students to knowledge and teaches them how to unlock their own potential which empowers them to be masters of their educational journey and holds them accountable for reaching their potential.
- Build on students’ strengths.
Teachers will be constantly engaged with the students and understand their learning style and level. They will be engaged in the critical and analytical decisions and ensure every student participates in small group collaboration. By finding the areas in which an individual student can excel, teachers will encourage his or her success in all areas.
- Build students’ confidence by empowering them to be lifelong learners.
Teachers will highlight accomplishments and encourage students to see mistakes not as failures, but as opportunities to learn. Empowering students means focusing on creativity, critical thinking, collaboration, positive reinforcement, clear goals, and respecting all students and their points of view.
- Promote strong student/teacher relationships.
Teachers will engage with students in small group instruction and be part of the learning process, provide and support leadership opportunities during and after school to build true rapport with students.
- Create strength in diversity.
Teachers will find ways to capitalize on the diversity in their classrooms. They will understand how a diverse set of ethnicities, backgrounds, and experiences can be used to create a more stimulating classroom

environment. Students will learn how to thrive in a global, cross-cultural environment.

- Encourage a sense of belonging.

Student-led organizations and activities, clubs and teams will provide opportunities for students to get involved and will encourage a sense of closeness, rapport connection with other students and with the school.

The school vision for a learning environment at Alturas Prep is emotionally safe and conducive to learning. It is the “touchstone from which all other actions flow. It is the yardstick for questions and a reference point for conversations.” (Lambert, 2003¹) A safe and orderly environment is critical to academic achievement.

A positive school climate includes norms, values and expectations that support people feeling emotionally and physically safe. A school climate that is positive, caring, supportive, respectful of all learners, with high expectations for all students to learn, affects students’ motivation to learn. Students are empowered to value their learning, to be proud of their knowledge and skills, and want to take responsibility for their education. Students’ perception of their school environment will impact their perception the following year which will in turn impact engagement and academic achievement.

Character development is an integral part of the Alturas Prep’s vision. We will establish a culture that can be felt - one that will encourage and inspire students to be emotionally healthy, academically successful, and well-prepared to be contributing members to strong families, rewarding careers, and vibrant communities. Students will recognize their common humanity and shared stewardship of the planet. This vision will be strongly reflected in the culture of the school. Attributes of respect, responsibility and courage will be instilled as core values by teachers and administrators in an environment rich in independent learning and strong mentoring.

Student Engagement

Student engagement is the key to quality, constructive instructional time. The degree of attention, curiosity, interest, optimism, and passion that students at Alturas Prep show when they are learning or being taught extends to the level of motivation they have to learn and progress in their education. Student engagement will result from the weaving together of the following elements of effective instruction by skillful teachers in ways that promote and facilitate student ownership and choice.

1. Learning Environment

The classroom learning environment supports learning for all students. Alturas Prep is dedicated to creating a student-centered environment in our classrooms - an environment and teaching methods that stimulate curiosity and inquiry in order to foster a spirit for learning. This includes the physical environment, the routines and procedures, classroom management practices and the development of positive

¹ Linda Lambert, Leadership Capacity for Lasting School Improvement (Association for Supervision & Curriculum Deve, 2003).

relationships that support a physically and socially/emotionally safe and supportive environment for taking risks, asking questions and making mistakes.

- Students need to have consistency and patterning in their daily schedule. There are clear routines and procedures. Students know what is expected, when and why. Students understand that they are responsible for their learning and education.
- Tools and materials are readily accessible to students.
- The classroom can be configured in different ways to best fit the task at hand.
- All students feel safe to take risks and participate in the class.
- Students have opportunities and support to build productive relationships with a variety of classmates.
- There are positive relationships between the teachers and the students.
- Being “wrong” is expected, accepted and used as a foundation for further learning.
- Students are interested, involved, and engaged in what they learn and in the tasks they do.
- Students reflect on their work and can explain their choices, strengths and areas of growth.

2. Clear, Shared Outcomes

The learning outcomes are shared and understood by teachers and students. These outcomes are used as an anchor to guide the choice of instructional activities, materials, practice assignments, and assignment tasks. These outcomes are understood by students and used to prompt self-reflection and goal setting.

- The learning outcomes are clear - long term (e.g. graduation standards) and short-term (learning objectives).
- There are clear descriptions of what success looks like.
- The materials and activities align with the learning objectives.
- Students can explain how tasks align to learning objectives.
- Students can use the standards and learning objectives to reflect on their own progress and set goals for growth.

3. Varied Content, Materials, and Methods of Instruction

Teachers practice diversification in the classroom by utilizing a variety of methods and tools and teaching in small groups at instructional levels to ensure that each student has measurable academic growth each year. Materials are selected and available to engage and accommodate all learners.

- Students are equipped with the skills to acquire knowledge individually and collaboratively.
- Students are taught at individual instructional levels which empowers them to grow and contribute to the team setting.
- Learning and growth is facilitated through peer mentoring and peer collaboration.
- Instruction is student driven.
- Resources and materials are available and improve accessibility for a variety of learners.
- Students participate in and offer feedback on curriculum improvement.

- Students use varied methods and supports to advance their learning.
- Curriculum is inquiry-based and assessments reflect the knowledge and skills students have obtained from the curriculum - not the facts they have memorized.

4. Complex Thinking and Transfer

Students need to be given opportunities for critical and analytical thinking. They are coached and taught to engage in higher order thinking through instructional activities and practice tasks. Assessments are designed to prompt complex thinking, integration of concepts and ideas, and application of learned skills to new material or situations.

- Teachers facilitate learning by teaching with the students, not at them.
- Students are asked questions that help them access and integrate knowledge to analyze, evaluate, draw conclusions, and ask questions.
- Students are asked to wrestle with complex and authentic problems.
- Students are taught how to integrate and apply what they have learned and are given opportunities to practice.

5. Practice and Feedback

Students are given opportunities to practice what they are learning and are given timely feedback based on their current performance in relation to the desired outcomes.

- There are opportunities for students to practice and receive feedback built into learning activities.
- Students are taught how to interpret and use feedback in their learning.
- Opportunities to practice and demonstrate essential skills and knowledge are available throughout a course.
- Students revise essential pieces of work to demonstrate growth and proficiency.

Civic Engagement

Civic education at Alturas Prep will include opportunities for students to engage as citizens now rather than focusing on how they may engage as citizens in the future. Students will learn and engage as citizens by researching issues, seeking viable solutions to community problems, and communicating with individuals in different countries and on different continents. Opportunities for civic engagement abound and will help students better understand their relationships with society and the world.

Alturas Prep will incorporate civic education into the curriculum and the student experience using the following researched and proven practices:

<http://www.ecs.org/clearinghouse/01/10/48/11048.pdf>

- High-quality classroom instruction in government, history, law, and democracy. Classroom instruction is the foundation of civic learning and will be relevant and interesting. Students will learn about democratic systems, history, and current events in a well-structured curriculum. They will also incorporate technology to access large amounts of information. Learning experiences will be interactive and thought-provoking.

- Structured engagement with current and controversial issues.
Classroom discussion will center on current local, national, and international issues and events, particularly those that young people view as important to their lives. Students will learn about current affairs and wrestle with the complexities of making decisions about important issues. Students will have the opportunity to engage in healthy civic discourse, to practice researching current issues in their community, our country, and the world, and to come up with feasible solutions. They will share what they learned in a variety of ways with video presentations, debates, facilitated panel discussions, and dramatizations.
- Learning through service experiences.
Alturas will provide students with opportunities to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction. These experiences will enable students to venture into the community and perform work that is explicitly connected to their academic work through writing, discussion, and reflection. Service experiences will reinforce classroom learning and allow students to make connections between what is being learned and the world they will enter as adults.
- Extracurricular activities that encourage greater involvement and connection to school and community.
After-school activities such as clubs, student-interest groups, newspaper, yearbook, debate, or school governance will allow students the chance to work toward a common interest. These activities provide opportunities for students to develop personal and social responsibility. Non-profit and community organizations will also be used as resources for extracurricular opportunities.
- Opportunities for student leadership and decision-making.
Students will be allowed to practice civic skills within the relatively controlled environment of the classroom and within school walls. There they can learn from challenges and triumphs, responses and failures - all varied realities of the democratic process. Opportunities will exist for students to understand school issues and make and execute decisions about school activities, from day-to-day planning to peer mediation, organizing and fundraising. By encouraging participation in school governance, all students at Alturas Prep can affect real and meaningful change while learning and experiencing the civic process.
- Participation in simulations of democratic processes and procedures.
Mock trials and elections are two of the traditional, popular, and effective programs that will be incorporated into the civics curriculum. Technology

will also play a meaningful role. Students will simulate a professional work environment by trading work emails, planning meetings, and conducting research. They will hone skills such as public speaking, teamwork, close reading, analytical thinking, and the ability to argue both sides of a topic.

The overall goal for civic engagement and instruction at Alturas Prep will be to help students acquire and learn to use the skills, knowledge, and perspective that will prepare them to be competent and responsible citizens throughout their lives.

Social, Emotional and Physical Health

Alturas Prep has designed its program to develop critical, intellectual, personal, emotional, and social skills. Educators, students, families, and community members work together to support the healthy development of all students. Students at Alturas Prep are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers, and academic achievers. Students contribute in positive ways to their school and community.

Alturas Prep will promote and provide a safe teaching, working, and learning environment that fosters positive and productive learning. Students will be respectful of themselves and others as they learn and master skills of: self-awareness, self-management, social awareness, relationship management, and responsible decision making.

In the classroom, small group instruction and collaborative learning support the social and emotional health of each student and provide an emotionally safe environment conducive to learning. Social and emotional skills will be taught and modeled and all students will receive direct and explicit instruction focused on defining, teaching, and encouraging expectations for behavior of respect, responsibility, and safety for all settings within the school.

Supportive, respectful, and trusting relationships with the teachers and administrators will give students a feeling of belonging in the school. They will be more engaged. As students develop a strong web of relationships with adults and peers, they will have greater self-awareness, emotional competence, openness to challenge, and personal responsibility. Teachers and students will strengthen relationships as they express care, push each other to become better, provide support, treat one another with respect, enable all to have a voice, and collaborate to expand their horizons.

School-wide policies and procedures will ensure the emotional and physical safety of all students. Alturas Prep will 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 positive behavior support and explicit instruction.

Annual professional development for all staff using research-based anti-bully/bully prevention techniques will be conducted 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. Technology agreements will also be enforced to prohibit the use of technology for harassment, bullying, or other unsafe behaviors.

Policies will be published and enforced that define acceptable and unacceptable behavior for students and staff, including zero tolerance for weapons, violence, harassment, bullying, guns, use or sale of alcohol and drugs or any illegal activities.

The administration will establish a school-wide behavior intervention 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.

The culture at Alturas Prep encourages diversity of backgrounds and experience among members of the school community. Cultural awareness and understanding and inclusive practices will be infused into every aspect of school culture. Collaborative learning and inquiry-based learning are participatory by nature and will enable students to connect learning to their own lives while providing them with opportunities to make responsible decisions and build their interpersonal skills. Social learning will also integrate and reinforce social and cultural awareness.

Family and community partnerships will strengthen the impact of school approaches to extending learning into the home and neighborhood. Community members and organizations will support classroom and school efforts with the additional benefit of providing opportunities for students to refine and apply various social and emotional skills.

After-school activities will also provide opportunities for students to connect with supportive adults and peers. As students develop and apply new skills and personal talents, their self-perceptions, school connectedness, positive social behaviors, school grades, and achievement test scores will increase.

As an integral part of the social, emotional and physical well-being of our students, Alturas Prep will support and create a comprehensive health curriculum that provides students with the knowledge, attitudes, skills, and experiences needed for lifelong health. In addition, physical fitness instruction will focus on basic health (flexibility, strength, and endurance) and lifetime sports. Frequent opportunities will also be provided for students to participate in outdoor activities such as snowshoeing, skiing, fishing, hiking, biking, running, tennis, and golf.

School-based health and physical activity policies and programs will combine with an environment for social and emotional safety and stability to make a powerful contribution toward a well-rounded healthy future for students. All students will have the opportunity to attain their maximum educational potential and pursue a lifetime of social, emotional and physical health.

Behavior and Safety

Alturas Prep strives to provide a safe, supportive, and welcoming school for all students. School policies prohibit behavior that is unsafe, disruptive, or disrespectful toward others.

Guidelines have been developed for physical safety. These guidelines 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.

Alturas has adopted policies that meet all required city, state, and federal health, accessibility, safety, fire and building codes for public school. In addition, Alturas Prep has adopted a Student Discipline policy that outlines disciplinary action that may be taken against any student guilty of disobedience or misconduct including, but not limited to: absenteeism and truancy, cheating, hazing, harassment, intimidation, the use of tobacco, alcohol, drugs, and weapons, vandalism, or bullying in any form.

In addition to traditional disciplinary measures, The Student Discipline policy also outlines alternative disciplinary action which is “discipline other than traditional suspension or expulsion from school that is designed to correct and address the root causes of a student’s specific misbehavior while retaining the student in class or school, or restorative school practices to repair the harm done to relationships and persons from the student’s misbehavior.”

The discipline policy also delineates consequences for harassment, intimidation, and bullying, disciplinary policies for students on an IEP or Section 504, and consequences for gun and weapons possession. A nondiscrimination clause for student discipline as well as the notification procedure for school personnel, parents, and students has also been adopted as part of the Student Discipline policy.

The board will review this policy annually as well as additional policies related to student behavior and safety. (3295 Hazing Harassment, Intimidation, Bullying, Cyber Bullying; 3340 Corrective Actions and Punishment; 4320 Disruption of School Operations)

Extracurricular Activities

Extracurricular activities are crucial to the success of the IB program. Creativity, activity, service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Program (DP).

Studied throughout the Diploma Program, CAS involves students in a range of activities alongside their academic studies. It is not formally assessed. However, students reflect on their CAS experiences as part of the DP.

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- **Creativity** - arts, and other experiences that involve creative thinking.
- **Activity** - physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- **Service** - an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

In order to demonstrate these concepts, students are required to undertake a CAS Project. The project challenges students to:

- Show initiative
- Demonstrate perseverance
- Develop skills such as collaboration, problem solving and decision making.

CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work. CAS is an important counterbalance to the academic pressures of the DP.

Extracurricular activities that involve the arts and other creative experiences will include: music, drama, journalism (school newspaper), and debate. Service opportunities will be available through student government, key club, peer tutoring, and similar service organizations.

Students will be encouraged to create and develop additional extracurricular activities that meet their interests or the needs of the school, local, and global community.

Key Design Elements, Curricula, Tools and Instructional Methods

Key Design Elements

Alturas Preparatory Academy uses a mastery-based approach to education where students are taught in small groups at instructional levels using best practices. They work with partners and collaborate at high levels using analytical and critical thinking skills. As an International Baccalaureate (IB) school, Alturas Prep provides a rigorous education with an emphasis on personal development. Students are empowered to become lifelong learners, critical thinkers and compassionate, caring citizens in their local and global communities.

Curricula

Alturas Prep will establish all curricula as established by the International Baccalaureate Organization.

The **Middle Years Program (MYP)** is for grades 6-10 and comprises eight subject groups:

- Language acquisition
- Language and literature
- Individuals and societies
- Sciences
- Mathematics
- Arts
- Physical and health education
- Design

The MYP requires at least 50 hours of teaching time for each subject group in each year of the program. In years 4 and 5, students have the option to take courses from six of the eight subject groups within certain limits, to provide greater flexibility in meeting local requirements and individual student learning needs.

Each year, students in the MYP also engage in at least one collaboratively planned interdisciplinary unit that involves at least two subject groups. MYP students in the 8th grade also complete a community project. And 10th grade students in the MYP will complete a personal project where they decide what they want to learn about, identify what they already know, discover what they will need to know to complete the project, and create a proposal or criteria for completing it.

Students in grades 11 and 12 will have the option of either the Diploma Program or the Career-related Program.

The **IB Diploma Program** curriculum sets out the requirements for study of the DP. The curriculum is made up of the DP core and six subject groups. Made up of the three required components, the DP core aims to broaden students' educational experience and challenge them to apply their knowledge and skills.

The three core elements are:

- Theory of knowledge, in which students reflect on the nature of knowledge and on how we know what we claim to know.
- The extended essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.
- Creativity, activity, service, in which students complete a project related to those three concepts.

The six subject groups are:

- Studies in language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- The arts

There are different courses within each subject group.

The **Career-related Program (CP)** is a framework of international education that incorporates the vision and educational principles of the IB into a unique program specifically developed for students who wish to engage in career-related learning. The CP's flexible educational framework allows schools to meet the needs, backgrounds and contexts of students. CP students engage with a rigorous study program that genuinely interests them while gaining transferable and lifelong skills.

The CP is a three-part educational framework. It consists of:

- Courses from the IB's Diploma Program
- The CP core
- Career-related studies

Students complete at least two DP courses in any of that program's subject groups. DP courses provide and enhance the theoretical underpinnings and academic rigor of the CP.

The CP core components give context to the DP courses and the career-related study, drawing all aspects of the framework together. Through the CP core, students develop personal qualities and professional skills, as well as intellectual habits required for lifelong learning.

Alturas Prep's Teaching and Learning Style – Multi-Age & Student Centered

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

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

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

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

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

This process style provides many benefits, for example:

- 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.

As students enter high school and begin preparing for their futures, their social-emotional needs become more complicated. High school environments carry the weight of turning kids into adults and giving them the opportunity to develop the skills necessary for their success into adulthood such as regulating emotions, making and evaluating decisions, and judging risk and reward. As part of our ongoing professional development, teachers and administrators will be regularly supported to teach teens with constantly changing moods and fears and create pathways to help students find their way. Through careful and deliberate planning, we will be able to help students through their growing pains and also create an environment that will help them understand and develop the abilities and professionalism that will support them in navigating life.

Students need to feel safe and supported by the administration, teachers, parents, and most of all by their peers. Key components of our educational model including multi-age classrooms, small group instruction, and project-based learning combined with our commitment to a strong, inclusive culture empowers all students and removes the barriers of popularity and social cliques. This requires thoughtful and constant attention to their emotional safety with frequent and clear communication with parents, families, and the school community. Anti-bullying programs will still be implemented, but they will be prepared for developing adolescents and the shift towards more emotional bullying evident in secondary education. Students will be taught how to recognize and develop healthy relationships. APA will have a school counselor who is trained to deal with adolescent issues. Teachers and administrators will also receive ongoing training to be strong mentors to the students, and every student will be assigned a teacher mentor that will continue with them throughout their high school experience.

Classroom management reflects all the attributes of the IB Profile: Caring, Thinkers, Communicators, Reflective, Balanced, Open-Minded, Risk-takers, Principled, and Inquirers. Without these attributes strongly in place, learning cannot be a primary focus. Safety for students is the highest priority by the staff. School leaders will emphasize the critical need for strong structures to be in place by clearly setting expectations and modeling the IB Profile and good citizenship. Teachers and administration authentically contribute to enlarging each student's perspective by teaching and demonstrating that building a strong community is their civic responsibility to the school and in life.

Strategies for Effectively Serving Special Populations

Special Education

Alturas Prep 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 Alturas Prep or referred to other schools because of their unique needs.

Alturas Prep's Board of Directors will adopt the 2018 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.

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

Alturas Prep 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.

Alturas Prep 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. Alturas Prep's Child Find system will also publicize and ensure that staff and the Alturas Prep's constituents are informed of the availability of special education services through information included in staff orientation, on the school's web page, in registration materials and through the use of various social media.
3. Alturas Prep will conduct a thorough and comprehensive evaluation for students referred to determine if the student qualifies for special education services under the IDEA.

Alturas Prep 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.

Alturas Prep 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 Alturas Prep, 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 Alturas Prep, then Alturas Prep 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 Alturas Prep, 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.

Alturas Prep 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. Alturas Prep 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, Alturas Prep may contract with other agencies to provide those services.

For all special education students, Alturas Prep will develop, review and revise IEPs in accordance with state and federal laws. Alturas Prep 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, Alturas Prep 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). Alturas Prep'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

Alturas Prep 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

Alturas Prep will use evidenced-based programming and curricula when working with students with disabilities who need supplemental or replacement curricula. Alturas Prep 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

Alturas Prep 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 Alturas Prep and civil rights requirements. The non-discriminatory policy will be stated on the school's website, applications, advertisements, etc.

LRE Requirements

Alturas Prep embraces inclusion and cooperative teaching to allow all students to achieve their full potential. Alturas Prep 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, Alturas Prep 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 Alturas Prep 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

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

English Learners (EL)

Alturas Prep will do the following for students who are English Learners (EL):

1. **Identification of EL students:** Alturas Prep 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 Alturas Prep 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 Alturas Prep.

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.

Professional Development Plan

Leadership

Michelle Ball, Executive Director of Alturas International Academy (AIA), will also serve as Executive Director of Alturas Preparatory Academy, which will ensure that the transition between AIA and Alturas Prep is seamless, the mission and vision for our students is maintained and the integrity of the International Baccalaureate (IB) Program is guaranteed.

Brian Bingham, the current principal at Alturas, will assume duties as the high school principal, grades 6-12. He has three years of leadership experience at AIA and has embraced our unique teaching model and the International Baccalaureate program. He is a strong leader, adept at building relationships with people and mentoring adults, able to balance tough love with earned praise, fair and consistent, organized and prepared, and excellent listener and a visionary.

Mr. Bingham will continue to participate in professional development seminars and workshops which are an important part of developing and strengthening skills as a principal. IB leadership workshops provide hands-on scenario-based learning for new, established, and emerging leaders. Through these and other workshops, the principal will gain a deep understanding of effective leadership through demonstrations, guided interpretation of research findings and real-life examples led by highly experienced, knowledgeable IB educators. Opportunities for professional leadership development include understanding leadership, leading with a clear vision and strategy, leading

through an understanding of culture and context, and leading for effective teaching and learning.

The principal will be equipped to do the following:

- Create a vision that maximizes personalized teaching and learning.
- Model professional learning by empowering staff to lead, learn, fail, and repeat.
- Make anytime, anywhere learning a reality.
- Advocate for the use of multiple strategies to meet the needs of diverse learners.
- Work with community partnerships to share a vision for student learning.

As the principal at Alturas Prep, he will be empowered to create a culture of innovation that brings together students, teachers, administrators, parents, and the community to share a vision for an improved learning experience.

Roles and Responsibilities of Administrators

Alturas Prep has outlined the following roles and responsibilities for the administrator(s):

- Oversee budget development and expenditures
- Organize and purchase all testing for MSES Goals
- Organize testing and distribute all reports from data from MSES Goals
- Organize testing and distribute all reports for NWEA Goals
- Prepare and submit reports to Bluum
- Develop clear and open communication with Idaho Charter School Commission staff
- Prepare a wide variety of materials/reports for the purpose of documenting activities, providing written reference, and/or conveying information
- Present information (budget overviews, accounting processes, etc.) for the purpose of communicating information, gaining feedback and ensuring adherence to established internal controls (the Board)
- Keep a track record of all the school expenditures and ensure that the purchase of materials and other relevant activities take place within the assigned budget
- Oversee Special Education reports
- Maintain the inventories related to the school materials
- Oversee the lunch and transportation programs
- Have adequate substitutes for teachers in case of illness or personal leave
- Ensure report cards are available for teachers for grading
- Oversee Infinite Campus
- Compile and present all records and reports as requested by the Board
- Develop clearly understood procedures and provide regular drills for emergencies and disasters
- Coordinate support services—custodian, lunch program, transportation, library
- Provide office support
- Prepare and manage the school budget
- Prepare or supervise the preparation of reports, records, lists, student information, etc...

- Participate in IEP meetings, as LEA/District representative with knowledge of available resources/funding for needed individual student education plans
- Is responsible for the administration of district and state testing programs
- Is responsible to organize standardized testing
- Is responsible for the safety of the students
- Maintain high standards of ethical behavior and confidentiality of student information and records
- Ensure maintenance of school buildings and safe usage of various facilities, utilities and other relevant school property
- Develop a policy and procedure manual and handbook with Executive Director
- Be liaison with the IB towards the eventual recognition of becoming a MYP and DP/CP school
- Daily support of teachers for small group, whole group, and general classroom management
- Conduct teacher evaluations with support from Executive Director
- Communicate with PTT for ongoing support and activities
- Facilitate with Executive Director staff meetings
- Assist in fundraising to secure chrome books and grants for additional needs for new building
- Promote creativity and innovation in the use of researched based teaching methods to achieve excellence
- Develop professional workshops
- Promote creativity and innovation in the use of researched based teaching methods to achieve excellence
- Develop, motivate, and lead staff to achieve high professional standards
- Ensure a consistent and continuous focus on school wide assessment and achievement using data and benchmarks to set, monitor, track and evaluate individual student progress
- Support teachers with Executive Director in reviewing and evaluating classroom practices and exploring improvement strategies that aims for outstanding learning and teaching
- Set a goal of high standards and be a mentor to faculty and staff of these standards
- Create a strong foundation for the school by establishing deadlines for duties and ensuring they are accomplished in a timely manner.

Teacher Recruitment

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.

Alturas Prep believes that when it comes to student learning and achievement, the influence of the teacher has the most impact. Alturas Prep 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 school are retained. As a result, teachers at Alturas Prep will undergo an annual evaluation procedure that ensures that 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 Professional Responsibilities. Informal administrative walk-through observations will also be employed as a method of collecting reflection data for administration and teachers.

Teachers, administrators and staff of Alturas Prep 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 Alturas Prep.
- 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 Alturas Prep reserves the right to hire anyone for temporary or part-time assistance under the direct supervision of a certified staff member. This provision allows Alturas Prep 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.
- Alturas Prep 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.

Additionally, Alturas Prep has adopted the following job description and list of expectations for teachers:

- Teaches and educates students according to guidelines provided by the International Baccalaureate (IB) and the Idaho State Common Core
- Plans, prepares and delivers lessons at instructional levels, mainly in small group instruction
- Teaches and educates students according to the educational needs, abilities and attainment potential of individual student's academic level, mainly in small group instruction
- Plans and prepares project-based units with the International Baccalaureate as the foundation
- Creates a strong classroom community using the International Baccalaureate Learner Profile
- Promotes the academic and social progress and well-being of individual students, groups of students and the community of the classroom
- Provides guidance and advice to students on educational and social matters
- Supports and encourages students in standardized testing
- Participates in facilitating project-based learning presentations school wide at least three times a year
- Maintains strong classroom and school discipline among students and safeguarding their health and safety at all times
- Analyzes data, assesses, records and reports on the development, progress, academic achievement and behavior of students
- Utilizes data following a careful review and effectively administers interventions
- Provides continual feedback to parents on their child's progress and needs

- Communicates, consults and co-operates with other members of the school staff and parents to ensure the best interests of all students
- Organizes the classroom and learning resources in a constructive and orderly manner
- Maintains a well-organized, clutter free, clean and orderly classroom
- Organizes and takes part in school events, outings and activities which will take place on Fridays and in the evenings
- Participates in developing community service projects school wide and in the classroom
- Builds strong relationships in the community and creates connections for the benefit of the school and community
- Researches and understands the International Baccalaureate philosophy and curriculum at high levels
- Keeps up to date with changes and developments in the Middle Years, Diploma and Career Programs curriculum
- Reviews and evaluates one's own teaching and learning strategies and methodologies
- Nurtures a culture where teachers see themselves essentially as facilitators of learning
- Advises and collaborates with the leadership team and other teachers in the preparation and development of the MYP, DP and CP curriculum, teaching materials and methods of teaching and assessments
- Collaborates with colleagues and writes curriculum to support the IB curriculum
- Contributes to professional development planning
- Participates in professional development, staff, group or other meetings related to school curriculum and community
- Ensures ambitious standards of professional practices and quality of teaching and learning of the subjects through collaboration, participation in the leadership team and reciprocal peer review and reflection of teaching
- Researches and writes grants in order to improve technology and foster educational excellence. Teachers have the potential to receive a 10% commission of awarded grant monies.

Alturas Prep 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.

Professional Development

Alturas Preparatory Academy is committed to ongoing professional development for its teachers and staff. The major focus in teacher development is on mentoring, and there

are high levels of mentoring by the administration. Experienced teachers also serve as instructional coaches and collaborate with their peers as mentors. As new teachers are hired, there is a strong emphasis on orientation, centered on the specificities of the charter. Alturas Prep has developed an instructional handbook of teaching practices and methods that the instructors will be expected to incorporate into their teaching. The four-day school week will allow teachers to spend Fridays collaborating, learning and sharing new methods or strategies with one another.

Training will include, but is not limited to the following areas:

- Differentiated Instruction
Teaching method and structure for providing small group instruction for students at their individual instructional level(s).
- Multi-aged Classroom
Philosophy, teaching strategies, and planning.
- Professional Learning Communities
Teachers working in collaborative groups to answer these four questions:
 1. What do we want the students to learn (curriculum and standards)?
 2. How will we know if they have learned it (formative and summative assessments)?
 3. What will we do if they don't learn the standards (intervention methods and materials)?
 4. What will we do if they have already mastered the standard (move to the next standard or provide enrichment opportunities)?
- IB Program Development Training
Initial training for IB coordinators and lead teachers; future training for all teaching staff. <https://www.ibo.org/professional-development/>
- Professional Book Studies
- Anti-bully and Bully Prevention
Annual training for all staff using research-based anti-bully/bully prevention techniques and providing teachers and staff with skills and practical steps to take in responding to bullying, promoting the importance of building strong relationships within the classroom, and creating an environment of respectful diversity.

Much of the professional development will focus on the International Baccalaureate training. This will be accomplished through webinars, online workshops and collaborating with other schools to bring in IB trainers to our school. Alturas Prep will also send some of its teachers to IB workshops being offered throughout the country.

Face-to-face IB workshops provide 15 hours of professional development across two-and-a-half days. This offers the opportunity for sustained focus on professional growth and development. Face-to-face workshops also provide collaborative learning experiences, opportunities to network and share best practices with peers, regional and global perspectives, and personal interactions with colleagues.

Participatory Leadership

The IB program is built on the foundation that everyone involved in the school - teachers, staff, students, parents and the board - is a community of learners and leaders that support everyone's improvement and growth.

The Executive Director, Administrator, and IB Coordinators will make up a leadership team that will support the teachers on a daily basis. They will be actively engaged in classrooms supporting small group instruction and teachers' unique concerns about their instruction and classroom management. The 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, and therefore, the analyzing of data and support in small group instruction is imperative. The culture that will be created will encourage teachers to feel confident and to express concerns and doubts, and both support and resources will be given to them to help them succeed. Collaboration in writing curriculum is essential in the IB program, 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. Everyone at Alturas Prep will be empowered to share ideas and lead projects because the combined knowledge and ideas of everyone makes a better and stronger organization.

Section II. Financial and Facilities Plan

Fiscal Philosophy and Spending Priorities

The Board of Directors is very careful and thoughtful in determining the best way to maximize our dollars. We recognize the need and the responsibility to make every dollar count, which we have demonstrated as a governing board for Alturas International Academy (AIA). As we discuss and determine how all funds will be spent, we focus on how we can maximize the effectiveness of the student's overall learning experience. We have a unique and innovative learning model at Alturas Prep, and we must have committed leaders and teachers who embrace and execute that model. We recognize the responsibility we have to value and wisely use each tax dollar as we support, educate and empower students at Alturas Prep to become principled and intellectual leaders.

It is extremely important to have a business manager that fully understand the State's processes in requesting and receiving funds. It is critical that reports are prepared accurately and submitted timely and that all funds are spent appropriately. With this understanding, we have a commitment from Marc Carignan to be ~~our~~ the business manager for Alturas Prep. As CFO of BLUUM, he manages several schools' finances across the state and has a deep understanding of how the Idaho School System operates. The Board of Directors works closely with him at AIA, and we have established a great working relationship.

We are extremely confident in our budget projections. We maintain a conservative and realistic approach to our financial plans. We successfully exceeded all of our projections at AIA and will do so at Alturas Prep with the same conservative projections.

Transportation and Food Service Plans

Transportation

Alturas Prep 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 will be provided by a contractor.

Alturas Prep has contacted a local transportation company, Teton Stage Lines. This company also contracts with Alturas International Academy (AIA) as well as 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 has a strong working relationship with AIA. They offer several options and flexibility and will

accommodate longer bus route. Families that live on the edge of the primary 15-mile radius attendance area and choose to attend Alturas Prep will be made aware of the bus route. See Appendix F1 for the letter of intent from Teton Stage Lines.

School bus mileage costs will vary per mile, for example, \$4.00 to \$5.00 per mile based upon the numbers of miles run, with the lower the mileage the higher the rate per mile.

To be eligible for transportation services, students must reside within the primary attendance area of Alturas Prep, and students must reside more than one and one-half miles from the school.

Alturas International Academy has worked with Teton Stage Lines since 2016 and, based on their experience, 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. Alturas Prep 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. Alturas Prep will not transport students between childcare facilities and home, in accordance to 33-1501 of Idaho Code.

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. 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.

Food Services

Alturas Prep will hire a food and nutrition specialist to provide lunch in accordance with federal requirements. 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.

Financial Management and Monitoring Plan

Financial Management

The Board of Directors will be responsible for the financial management of Alturas Prep. 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
- Monthly review of the general register of Alturas Prep to verify compliance with expenditure related policies established by the Board of Directors
- Engagement on an as needed basis as determined by the Board of Directors of accounting and/or bookkeeping professionals to meet the needs of Alturas Prep in monitoring financial performance and ensuring financial viability and success.

Alturas International Academy has had a commitment from Bluum Chief Financial Officer, Marc Carignan, as the business manager since its opening in 2016. Marc will also serve as the business manager for Alturas Prep to meet all of our budgeting and financial needs.

Alturas Prep 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 petition for Alturas Prep, but a final budget will be presented at a public hearing in June 2021 prior to the opening of Alturas Prep 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 Alturas Prep website. The budget will be prepared, approved and filed using the format approved by the Idaho Financial Accounting Reporting Management System (IFARMS).

Income Sources

Alturas Prep 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. Alturas Prep has been in regular contact with Terry Ryan (Bluum) who has expressed intent to provide financial support through the J.A. and Kathryn Albertson Family Foundation for the first five years as we build our enrollment. APA is seeking conditional approval of the charter contingent on the JKAFF grant. See Appendix F6.

Alturas Prep has continuing communication with Building Hope who intends to purchase our building and remodel it to fit our needs. They will then lease the building to Alturas Prep at a very affordable rate. Alturas Prep has identified other potential sources for additional funding, ~~and will engage in grant writing to prepare a proposal~~ We are currently writing a proposal for the Idaho Federal CSP Grant, pending approval of the school by the authorizing chartering entity. This grant, for \$800,000 to \$1.2 million, will pay for curriculum, technology, and furniture.

Working Capital and Asset

Alturas Prep will seek out founders and donors as we get closer to our opening date. However, we are not dependent on having to obtain additional funds to open the school.

Fundraising

In addition to the state per pupil allocation and grants, Alturas Prep will rely upon the efforts of the Board of Directors, ~~and Administrators~~, 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 Alturas International Academy. Alturas Prep looks forward to utilizing their talents and efforts upon approval. ~~In one such event, more than \$20,000 was raised through a 5K Fun Run. In another, a golf tournament raised more than \$10,000.~~ AIA has raised over \$318,000 in its four years of operation through board donations and various fundraisers, including a 5K Fun Run and a golf tournament.

Alturas Prep intends to make fundraisers, such as the race and golf tournament, yearly events.

Alturas Prep ~~intends~~ plans 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.~~ The board's development committee is currently putting together a strategic fundraising plan which will be launched upon approval of the charter.

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 Executive Director 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.

All of the equipment, supplies, and furniture that was used in grades 6-8 will remain at AIA for use in K-5. The MYP (6-8) curriculum will be purchased by Alturas Prep using appropriate and documented purchasing and procurement procedures.

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 Executive Director may engage a private contractor for purposes of outsourcing the payroll processing for Alturas Prep provided, however, that if it is more cost effective and can be handled internally, payroll shall be handled by the administrative support personnel as retained by the Executive Director pursuant to the authority set forth above.

The only anticipated position where personnel will be shared between AIA and APA is in the training of a new office manager for APA. Any shared personnel/services will be documented by a contract/memorandum of understanding. Any job training and/or mentoring positions will be paid as a stipend from one school to the other.

Facilities Plan

The proposed enrollment for Alturas Prep in its first year of operation is 281 students with projected enrollment to increase to 576 students by 2025 which requires a minimum of 55,000-60,000 square feet for the school building. Our budget will support a \$9.75 million facility with an estimated purchase price of \$3 million and a 70,000 square foot remodel at \$6.75 million.

~~We are~~ APA is working closely with Building Hope and ~~have~~ has two concrete facility options.

Option 1:

Former Sears building at the Grand Teton Mall, 2300 East 17th Street in Idaho Falls. This building is located in District 91 and within a short distance of District 93 boundaries. It is centrally located between all three districts in our attendance area and is easily accessible to students from District 60 (Shelley). The approximate square footage is 70,000, and this location also provides ample parking. ~~We are~~ Building Hope is currently finalizing negotiations with an anticipated purchase price of \$2.9 million.

Option 2:

Former office building for the Grand Teton Council of the Boy Scouts of America, 3910 South Yellowstone Highway in Idaho Falls. This building is located in District 91 and is easily accessed by all students in the attendance area. The building adjoins the BSA facility that Alturas International Academy leased in 2016-17, its first year of operation. ~~We have~~ Building Hope has an agreed purchase price of \$3,000,000. The approximate square footage is 60,000.

See Appendix A5 for Facilities Options

Building Hope will ~~initially acquire~~ purchase the building, and Alturas Prep will lease from them for the first 5 years as we build up our enrollment. See Appendix F8. ~~We~~ APA will purchase the building from Building Hope in ~~5 years~~ year 6.

The building will be remodeled to meet our educational needs, within a budget that will allow us to design a school that fits our educational program. Our facilities will include the following:

- approximately 40 flexible laboratory/classrooms where students can move seamlessly from instruction and review in the classroom area, to investigation in the laboratory area and back to the classroom area for discussion.
- Collaborative areas (commons areas) outside the normal laboratory/classroom area for inter-disciplinary learning and discussion.
- Media Center
- Music Rooms for band/orchestra and vocal music
- Art room
- Cafeteria
- Performance stage and gymnasium

Section III: Board Capacity and Governance Structure

Description of Governance Structure

Alturas Preparatory 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. Alturas Prep 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 Alturas Prep. There will be not less than 5 nor more than 15 members on the Board of Directors. The Board of Directors for Alturas International Academy (AIA) will also serve as the Board of Directors for Alturas Preparatory Academy, which will provide continuity in governance and oversight of the complimentary mission and vision for both schools. The board will continue to recruit and develop new and replacement board members consistent with the historical practices of AIA in order to ensure continuity of governance and avoidance of "founder's syndrome."

The Board of Directors has hired Michelle Ball as the Executive Director for Alturas Prep. The Board has approved both a job description and an evaluation plan for this position. The Executive Director will be held accountable to the board based on mutually agreed upon expectations. The annual goals and roles and responsibilities are clearly defined and established, and the annual performance evaluation is a tool for accountability, progress assessment, discussion and support.

The Board of Directors has a great relationship of trust, shared vision, and open communication with the Executive Director, which creates a constructive partnership on behalf of teachers, students, and the overall academic achievement of the school.

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

- Securing adequate and appropriate board leadership training including, but not limited to, training on academic, financial, and operational oversight, governance, recruitment, and strategic planning.
- Monitoring and assessing the school's compliance with the provisions of its charter under the Idaho Public Charter School Act, Chapter 52, Title 33, Idaho Code.
- 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.

- 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.
- Holding meetings which follow open meetings law, including the posting of agendas at least 24-48 hours in advance, quorums, executive session procedures, board meeting frequency, etc.
- Meeting as necessary, with one meeting serving as the annual meeting of the corporation.

In addition to the duties taken on by board officers, the Board of Directors will establish committees to ensure appropriate governance and oversight in all areas of responsibility. See Appendix F2 for Descriptions of the Role of Officers and Board Committees.

Governance of Separate LEAs

Most schools in the state of Idaho are governed by a single board overseeing the operation of multiple schools. Recognizing that LEAs are each considered a separate district, the probability of conflicting interests between a primary charter LEA and a secondary charter LEA is no greater than that of conflicting interests between an elementary school, a middle school, or a high school within a traditional district, the operations of all of which are overseen by the same board of trustees.

Although the initial makeup of the board for APA consists of the board of AIA, each school will be operated independently in accordance with the requirements of Idaho law including separate board meetings and separate financials. Importantly, this means that each school's board will conduct separate meetings to address the business of that school. While conducting the business of one school, the focus will be on the best interest of that school. Because the financials are independent, there is little to no risk of a conflict between the interests of one versus the interests of the other. In addition, to further alleviate concern or risk of potential conflict, and in an effort to ensure that the interests of one school do not impact the business decisions of the other, a separate member of the board can be provided executive oversight responsibilities for each school and be tasked with ensuring that the boards' decision making processes are maintained free of conflicts.

Board Member Qualifications

The Board of Directors for Alturas Preparatory Academy, which is the same governing board for Alturas International Academy, share a passion for progressing education in our community through the proper execution and expansion of our model. Members of

the Board not only have the vision, but also the diverse experience and skills to effectively govern. Board officers include an attorney serving as legal counsel and as board chair, an international educator serving as president, a former administrative assistant to the CEO of a multibillion-dollar corporation serving as secretary and policy manager, and a financial and real estate professional serving as treasurer. Additional board members include educators from the elementary to college level, education policy specialists, those with political experience, Ph.Ds., community volunteers and parents. These members all have previous board experience with AIA and oversee financial oversight, strategic planning, academic performance, governance, development and public relations.

Seat 1 – Term: 07/18-07/21

Jared Allen, Board Chairman

Attorney specializing in regulatory compliance matters; directly involved in public charter school governance since 2015

Seat 2 – Term: 07/19-07/22

Candise Gilbert, President; Academic Excellence Committee

Local and international English teacher and administrator; played key role in the establishment of Alturas International Academy; board member since 2015

Seat 3 – Term: 09/18-07/20

Jaime Mayo, Board Member; Development Committee – Grants

Adjunct college professor; experienced grant writer

Seat 4 – Term: 07/18-07/21

Christine Ogden, Secretary; Governance Committee

Executive assistant to CEO of successful global marketing company; public charter school board member since 2015; assisted in the successful transition from a founding to a governing board

Seat 5 – Term: 07/19-07/22

Collin Hunter, Treasurer; Finance Committee

Business, finance, and banking experience since 2006; owns and operates real estate investment company

Seat 6 – Term: 11/19-07-20

Jeff Carr, Board Member; ~~Public Relations Committee~~ Development Committee – Public Relations

Senior Director of External Affairs and Director of Public Relations; communications specialist

Seat 7 – Term: 07/18-07/21

Lee Stimpson, Board Member; Development Committee – Fundraising

Director of Accreditation for College of Eastern Idaho; dedicated to high quality education

Seat 8 – Term: 07/19-07/22

Callie Hatch, Board Member; Strategic Planning Committee

Volunteer in education as a literacy tutor for 20 years; strong organizational and writing skills; charter school board member since 2017

Seat 9 – Term: 07/17-07/20

Vacant

Seat 10 – Term: 07/18-07/21

Kevan Weaver, Board Member

Engineer/scientist/manager specializing in the development, design, and deployment of advanced nuclear energy systems; charter school board member since 2018

Transition Plan

The Board of Directors for Alturas Preparatory Academy is the same governing board for Alturas International Academy. As an established board, the transition from founding to the work of governance has been completed, and the board is fully functional as a governing entity. Ongoing training will ensure continued strength and improvement in governance and in consistent stewardship of the mission and vision of Alturas Prep. None of the current board members intends to ~~the~~ apply for a paid position at the school, and all of the current board members will continue to serve in a governing capacity.

Board Member Recruitment and Training

Recruitment

Bylaws have been adopted to promote and retain long-term commitment to the mission of Alturas Prep by staggering the transition of board members so that no more than one-third 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 Alturas Prep.

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, the Board will organize from within its membership a Recruiting Committee tasked with identifying potential new board members. Alturas Prep 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.

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 Alturas Prep and the responsibilities of board members. The orientation will include an Alturas Preparatory Academy Governing Board Training Handbook which details information on board structure and responsibilities, an overview of the mission and vision of the school, and additional instruction with regard to policy, strategic planning, oversight and additional guidance using best practices in governance.

Upon departure of a board member from the Board of Directors or at the conclusion of a board member's 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.

Training

The Board of Directors for Alturas Prep, as a governing entity for Alturas International Academy, has participated in leadership training through the Idaho School Boards Association (ISBA) and through Board on Track www.boardontrack.com. Training was received in school finance, ethics, school governance, academic excellence, and strategic planning.

Upon approval of Alturas Prep's charter, the Board will evaluate its needs relative to ongoing training using a combination of webinars and additional online resources, not limiting ourselves to one source. We will identify best practices for governing boards as we address our particular needs to train current and new board members and to stay abreast of relevant new developments.

Each meeting of the Board of Directors will include flexible options for governance training. Such training may include in-meeting instruction or pre-assigned webinars, both of which will provide opportunities for discussion and self-reflection. The Governance and Recruitment Committees will work together to prepare and present training, and the Recruitment Committee ~~with~~ will work with the Parent-Faculty Association to provide opportunities for stakeholders to provide feedback to the board. More detailed and in-depth training will also be given at the annual Board of Director's Leadership Retreat.

Section IV: Student Demand and Primary Attendance Area

Primary Attendance Area

The proposed location of Alturas Prep is 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 Alturas Prep. See Appendix F3 for Attendance Area Map

In the Alturas Prep enrollment area, there are roughly 27,000 students. This number includes approximately 1600 students that are enrolled in public charters and private schools. (Numbers were taken from most recent available data on individual school district websites.) Approximately 8200 of those students are in grades 9-12. Based on current statistics, those numbers are expected to increase.

According to Jason Grider, owner of Grider & Peterson Real Estate in Idaho Falls:

- Most sources show a 1% annual growth rate in population in the last 8 years, which is slightly higher than the national growth rate of around 0.7%. In the last three years, Idaho Falls has grown slightly faster, between 1.5-1.8%. The current population of Idaho Falls, since 2000, is up approximately 19%, with a growth rate of 1.26% in 2019.
- The average age in Idaho Falls is 32.6 years. This is three years under the state average, typically indicating that we have more children in our community.
- The average household income varies per source around \$60,000 for homeowners and \$45,500 overall. Point2Homes shows that full-time employment in Idaho Falls is split between 61% white collar and 39% blue collar. The Job Growth estimate in 2019 is between 2.5% and 3.2%. The national job growth was 0.5% over the same period.
- If the INL follows through with the jobs projected in the next 10 years, income, population and education levels in the area are projected to accelerate. Some feel it will double our current growth rates.
- The average sales price for homes sold in Bonneville County is \$250,000, up from \$189,000 in 2015.

Local districts either did not know or would not tell us how their current enrollment compares to their capacity. However, District 93 recently built a new high school to accommodate population growth and passed a bond allowing a new middle school to be built. According to data on page 7 of an online report by Dejong-Richter, 15 of 18 schools in District 91 are at or above capacity, three of which are at 138% or more of capacity, and enrollment numbers at the high school level are expected to increase by 6% over the next 5 years. http://www.dejongrichter.com/ifschools/wp-content/uploads/sites/29/2019/03/Background_Report_Updated_IF1.pdf

Student Demand

As an International Baccalaureate school, Alturas International Academy (AIA) has been highly successful in attracting and educating students in grades K-8. There is currently no pathway for these students to continue their IB education. Alturas Prep will provide a smooth transition for current AIA students while attracting additional students in the community who are seeking a more rigorous education. While the district AP program offers a curriculum representing college courses, the IB program offers an integrated, multi-year, cross-disciplinary program. The IB program combines rigorous academic content with a focus on the development of critical thinking and global awareness. 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.

Demographics

The Alturas Prep facility will be located within the city boundaries of Idaho Falls. According to the most recent census, the population of Idaho Falls, which has the largest population in our attendance area, is estimated at 61,535.

<https://worldpopulationreview.com/us-cities/idaho-falls-id-population/>

According to the most recent American Community Survey (ACS) and the Idaho SDE website <https://idahoschools.org/schools/1385/profile>, the demographic breakdown and comparison is as follows:

	<u>Idaho Falls</u>	<u>Alturas Prep*</u>
White	88.10%	89.2%
Multiracial	2.99%	3.8%
Asian	1.32%	.7%
Black/African American	.77%	.0%
Native American	.67%	.4%
Native Hawaiian/Pacific Islander	.10%	.0%
Hispanic or Latino/Other	6.05%	6.0%

*Data is from Alturas International Academy. It is anticipated that the demographics of AIA will be mirrored at Alturas Prep.

Academic Data

Students currently enrolled at Alturas International Academy, future Alturas Prep students, consistently scored higher on the Idaho Standards Achievement Tests than their peers in the Alturas Prep attendance area.

2018-19 ISAT Results

Grade	Subject	Alturas	District 91	District 93	District 60	State Avg
6th	Math	49	41	49	39	44
	ELA	59	53	58	47	56
7th	Math	62	46	42	32	47
	ELA	75	59	60	46	58
	Science	57	53	55	48	N/A
8th	Math	41	37	39	25	42
	ELA	58	53	59	47	54

www.idahoschools.org

Enrollment Demand

Demand for an education at Alturas K-8 has increased each year since opening in 2016.

2016-17:	Enrollment	280	Waiting List	55
2017-18:	Enrollment	409	Waiting List	250
2018-19:	Enrollment	466	Waiting List	436
2019-20:	Enrollment	562	Waiting List	494
2020-21:	Projected enrollment	576 594		
	Current lottery <u>Wait List</u>		674 (for 64 K seats and 10 openings in 1-8)	<u>624</u>

Until enrollment for the 2021-22 school year begins in April 2021, we will not have total enrollment and wait list numbers for our expansion into the 9th and 10th grades; however, a survey of Alturas parents indicated that over 94% would like their children to continue their Alturas/IB education at Alturas Prep.

Student Population

The majority of students attending Alturas Prep will come from Alturas International Academy. In the first year of operation, grades 6-8 from AIA will relocate to Alturas Prep, and expansion will begin for 9th and 10th grades. Continuing demand for an IB education combined with a community-wide marketing promotion for Alturas Prep will attract additional high school students from the community.

Alturas Prep anticipates that 10-15% of students will require special services. This is consistent with the number of special needs students at AIA. Staffing plans will also be consistent, and the educational program at Alturas Prep – teaching in small groups at instructional levels – best addresses the needs of all students. As outlined in the

Educational Program, Alturas Prep will plan and budget to hire or contract with highly qualified special education teacher(s) to meet the needs of students with intellectual disabilities and autism, English Language Learners, Gifted and Talented Learners and those with any other unique needs.

Enrollment Capacity

Grades	2021-22	2022-23	2023-24	2024-25	2025-26	<u>2026-27</u>	<u>2027-28</u>	2028-29
6	64 <u>74</u> *	96	96	96	96	<u>96</u>	<u>96</u>	96
7	64 <u>74</u>	64 <u>74</u>	96	96	96	<u>96</u>	<u>96</u>	96
8	64 <u>70</u>	64 <u>74</u>	64 <u>74</u>	96	96	<u>96</u>	<u>96</u>	96
9	64 <u>70</u>	64 <u>70</u>	64 <u>74</u>	64 <u>74</u>	96	<u>96</u>	<u>96</u>	96
10	25	64 <u>70</u>	64 <u>70</u>	64 <u>74</u>	64 <u>74</u>	<u>96</u>	<u>96</u>	96
11	---	25	64 <u>70</u>	64 <u>70</u>	64 <u>74</u>	<u>74</u>	<u>96</u>	96
12	---	---	25	64 <u>70</u>	64 <u>70</u>	<u>74</u>	<u>74</u>	96
Total	281 <u>313</u>	377 <u>409</u>	473 <u>505</u>	544 <u>576</u>	576 <u>602</u>	<u>628</u>	<u>650</u>	672

*Alturas International Academy petitioned for additional seats in grades 6-8 for 2020-21 which required an adjustment in the enrollment numbers for APA.

In the fall of 2021, grades 6-8 will move from Alturas International Academy to Alturas Prep. Students in 5th-8th grades at AIA in 2020-21 will become the 6th-9th graders at Alturas Prep. In addition, twenty-five seats will be available for former 8th graders in 2019-20 to return to the Alturas program as 10th graders and/or for students in the general community to attend Alturas Prep.

Alturas International Academy (K-5) will expand to 96 seats per grade in 2021-22. This expansion will flow into Alturas Prep as a gradual enrollment increase starting in 6th grade in 2022-23. For more detail see Appendix F7.

The following table shows the enrollment growth for Alturas Prep with conservative attrition built in. This is based on what was learned studying the attrition rates for Sage International Charter School in Boise balanced with the understanding that there are no competitive programs in Idaho Falls. A high percentage of the initial year enrollment is expected to be the 5th, 6th, 7th, and 8th graders from AIA who will have the charter transfer lottery preference. While we are asking for approval of the Enrollment Capacity table presented above, our budget is based on the much more conservative enrollment shown below.

Enrollment Used for Budgeting

<u>Grade</u>	<u>2021-22</u>	<u>2021-22 Breakeven</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25 Sustainability</u>	<u>2025-26</u>	<u>2026-27</u>	<u>2027-28</u>
<u>6</u>	<u>64</u>	<u>64</u>	<u>96</u>	<u>96</u>	<u>96</u>	<u>96</u>	<u>96</u>	<u>96</u>
<u>7</u>	<u>64</u>	<u>64</u>	<u>64</u>	<u>96</u>	<u>96</u>	<u>96</u>	<u>96</u>	<u>96</u>
<u>8</u>	<u>64</u>	<u>60</u>	<u>64</u>	<u>64</u>	<u>96</u>	<u>96</u>	<u>96</u>	<u>96</u>
<u>9</u>	<u>54</u>	<u>46</u>	<u>60</u>	<u>58</u>	<u>58</u>	<u>86</u>	<u>86</u>	<u>86</u>
<u>10</u>	<u>15</u>	<u>0</u>	<u>46</u>	<u>54</u>	<u>52</u>	<u>52</u>	<u>77</u>	<u>77</u>
<u>11</u>	<u>---</u>	<u>---</u>	<u>0</u>	<u>41</u>	<u>49</u>	<u>47</u>	<u>47</u>	<u>77</u>
<u>12</u>	<u>---</u>	<u>---</u>	<u>---</u>	<u>0</u>	<u>37</u>	<u>44</u>	<u>42</u>	<u>42</u>
<u>Total</u>	<u>261</u>	<u>234</u>	<u>330</u>	<u>409</u>	<u>484</u>	<u>517</u>	<u>540</u>	<u>570</u>

Based on our budgeting and forecasting, Alturas Prep is planning to be sustainable in year 2024-25 with an enrollment of 484. This is a robust middle school (96 x 3 = 288) and a modest high school population of 196. AIA has proven that it has no problems filling grades K-8; the majority of the students at APA will be 6-8.

The Alturas charter school model is unique to the local area schools and is different from any of the educational offerings throughout the state. The enrollment projections for APA are based on a consistently increasing demand for an Alturas education in addition to the following factors:

- Educational Model

We have created a model that is a successful change in education and is unique to the Idaho Falls area and to the state of Idaho. The foundation of our educational philosophy is small group instruction at instructional levels in a multi-age environment. We have tapped into the way students learn as they collaborate with partners in project-based learning. Students learn with support from their partners as they share ideas, explore, investigate, and analyze together. Their ideas are enriched and their learning is enhanced as they work together to develop critical-thinking, communication, and collaborative skills.

This model is especially empowering for older students as they become more self-directed and disciplined and are participants of their own learning. High school students at Alturas Prep will actively contribute to teaching and learning, rather than passively receiving information. They are not just listened to, but also heard; and they recognize that their voices shape outcomes.

- Culture

The culture at Alturas is one of a growth mindset, a belief that ability can change as a result of effort, perseverance, and practice. Students in the Alturas environment see mistakes as ways to learn, embrace challenges, and persist in the face of setbacks. Students transferring from AIA are already immersed in the

importance of this culture. And as they move forward, they continue to embrace that love for learning.

We have created a culture of strong community within the school that creates a safety net and social and emotional stability. Students collaborate in each of their classes with students of different ages and abilities. They get to know so many children outside of their social groups in a non-competitive and inclusive environment. They feel strength and support from one another, and they feel safe. The prevalent high school mentality of popularity and cliques is not part of the Alturas culture. At APA, students know it is more important to be kind and caring. They feel accepted and valued. The students at AIA don't want to lose that strong community and will carry that culture with them to Alturas Prep. They will also welcome and embrace new students from outside the Alturas community as was repeatedly demonstrated at AIA. This strong cultural bond was evidenced when we had to go online during Covid-19 school closures, and students expressed how much they missed much of that collaboration and interaction with their peers. It is also evidenced by consistent levels of enrollment between 6th and 7th grades when traditional middle school begins.

- High School Experience

When students reach high school age, they are looking forward to a new adventure. They are entering a whole new stage of life and absolutely want a high school experience. At Alturas Prep, we will provide a facility and the atmosphere that gives our students a rite of passage into young adulthood. Most charter high schools in Idaho are K-12 schools. At APA, we will create a school that is appropriate for high school students, which can't be done in an elementary school culture. We will create a physical environment that will provide the social, emotional, and cultural connections that are so important to teenage students while preparing them with an academically challenging IB education.

Extracurricular activities are a valuable part of the high school experience. We will have school dances; intramural sports, with potential growth into competitive teams; life sports such as tennis, cross-country, and golf; drama, music, and choir; school newspaper and yearbook; and a student leadership organization. Students will also be empowered to create their own clubs.

We feel confident that the reputation for excellence at AIA combined with our unique educational model, inclusive cultural environment, and the facilities to provide a true high school experience will create the demand at Alturas Prep that we are anticipating.

The Board of Directors and Administration of Alturas Prep anticipate that the majority of our student population will be transfer students from Alturas International Academy. However, in order to provide IB opportunities for all students in the community, the Board and Administration will work together to distribute information about Alturas Prep, including announcements regarding registration and lottery, using varied media resources including traditional public media and 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 Alturas Prep to take advantage of peer recommendation over advertising, a ~~marketing~~ 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 to Alturas Prep 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 Alturas Prep to reach a large cross-section of the community in an effort to have a school rich with ethnic diversity and cultural balance.

Admissions Procedures

Alturas Prep shall establish an enrollment admissions deadline, which shall be the date by which all written requests for admission to Alturas Prep 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.

Students in grades 5-8 at Alturas International Academy will have to enroll in the Alturas Prep lottery as transfer students for the 2021-22 school year. In subsequent years, only 5th grade students from AIA will be subject to the lottery.

Given that the governing board for Alturas Prep is the same governing board as Alturas International, there will be strong communication between both the schools and their families. Aside from providing information throughout the year and ensuring parents understand the process of the lottery, the schools will create a joint plan to provide additional information to parents. As students are ready to transition from the elementary building to the secondary building, the school leadership teams will collaborate, develop, and present a transition meeting where parents and families will be able to visit the campus of Alturas Prep and ask both leadership teams questions regarding the differences/similarities of the two schools. At the end of that meeting, the leadership team will have several computers available for parents to sign up their children for the lottery into Alturas Prep.

Admissions Preferences

If the initial capacity of Alturas Prep is insufficient to enroll all prospective students, a lottery shall be utilized to determine which prospective students will be admitted to Alturas Prep. Alturas Prep 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 the First Year

Enrollment Preference Group 1: Applicants who are children of Alturas Prep’s full-time employees or children of the Alturas Prep’s Founders, not to exceed 10% of total enrollment thereafter.

Enrollment Preference Group 2: ~~Transfer Students – applicants who attended Alturas International Academy the previous year.~~ Applicants who are siblings of pupils already selected by the lottery.

Enrollment Preference Group 3: ~~Applicants who are siblings of pupils already selected by the lottery.~~ Transfer Students – applicants who attended Alturas International Academy the previous year.

Enrollment Preference Group 4: Applicants who reside within the primary area of attendance for Alturas Preparatory Academy. The primary attendance area will be Idaho Falls School District 91, Bonneville School District 93, and Shelley Joint School District 60.

Enrollment Preference Group 5: Applicants who reside outside of the Alturas Prep primary area of attendance.

Admission Preferences for Subsequent Years

Enrollment Preference Group 1: Students returning to ~~the Academy~~ Alturas Prep 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.

Enrollment Preference Group 2: Children of the Academy’s Alturas Prep’s Founders and full-time employees, provided that this admission preference is not more than 10% of the capacity.

Enrollment Preference Group 3: ~~Transfer Students – applicants who attended Alturas International Academy the previous year.~~ Siblings of students already enrolled in and attending Alturas Prep.

Enrollment Preference Group 4: ~~Siblings of students already enrolled in and attending the Academy.~~ Transfer Students – applicants who attended Alturas International Academy the previous year.

Enrollment Preference Group 5: Prospective students residing in the primary attendance area of ~~the Academy~~ Alturas Prep.

Enrollment Preference Group 6: Prospective students residing outside of the primary attendance area of ~~the Academy~~ Alturas Prep.

~~The Academy~~ Alturas Prep 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~~ Alturas Prep 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~~ Alturas Prep shall notify the students selected for admission to ~~the Academy~~ APA 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~~ APA 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~~ APA 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~~ APA 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.

Community Partnerships and Local Support

Community Partnerships

Community partnerships with Alturas Preparatory Academy are a fundamental part of the success of our program. As an IB school, we inspire students to be lifelong learners, critical thinkers and global citizens in an ever-changing world. We believe that schools and community are one unit, and partnerships with all sectors of the community are essential to helping students foster civic-mindedness and reach their maximum potential. Community collaboration with schools complements and reinforces the values, culture and learning opportunities that schools provide. As businesses, nonprofit partners and service clubs work together with teachers, staff and parents, we can truly make a difference in the lives of our students. In turn, this investment will inspire students to make a genuine difference in their local and global community.

Community partnerships will provide both intellectual and practical support. Their timely input in facility design, equipment selection, interpersonal skills training and curriculum development will prepare our students for learning and working in the 21st century. These partnerships will also provide opportunities for students to explore specific career areas of interest. As businesses connect to students through speaking opportunities, tours, and hands-on, work-based learning experiences, they will be introduced to potential future employees. This will allow them to see if the students are a good fit for their organization and to build long lasting relationships.

Teachers and students will benefit from these community partnerships as they will be able to connect with valuable local resources such as the ~~INL~~ Idaho National Laboratory

and the Museum of Idaho. Educators will not only be connected to professional development opportunities, but they can also access the latest thinking on instructional models, innovative strategies and teaching tools. Students will be connected with professionals to solve real-world problems which will promote stronger accountability for results, respect for diversity, belief in community strengths and high expectations for all. Partnership with private companies and higher education, particularly CEI and ISU, will provide students with cooperative environments that ideally will mirror the environments they will find as they move onto college and into their professional fields.

Partnerships with city and county leadership, service organizations, the nonprofit sector, businesses and the corporate community will result in awards and grants, donations, and funding for additional programs and projects that will help Alturas Prep to flourish.

The high school will also be of great benefit to the local and global community. In our project-based curriculum, students learn to see the needs around them and then work collaboratively to solve those problems. Developing relationships with community aid organizations such as shelters and food banks fosters genuine attentiveness, initiative and know-how within the students that will carry into adulthood.

The actual Alturas Prep facility will be a boon to the community as well by providing educational opportunities such as the following:

- Parent Nights. These will be directed to all parents in the community who are interested in learning more about the International Baccalaureate Program. We will share our vision as a school community, the IB philosophy, and various components of our educational model. It will be a great opportunity for sharing ideas for helping children become more proactive in their own education.
- Lectures and workshops. Lectures from our community partners will provide education and workshops that will be interactive, hands-on opportunities for members of the community to learn from professionals in the area. Some of these workshops will be student-driven.
- Project-based nights. These events provide opportunities for students to showcase their projects and share what they have learned with family members, neighbors and friends.
- Scholastic competitions. We will also introduce speech, debate, and other opportunities for scholarly competition. These events will give our students the opportunity to interact with members of other charter schools and the community at large and will provide avenues for enrichment and growth for participants and their families throughout the area.

We have strong partnership with Alturas International Academy as we build upon their foundation to expand on the educational model, teaching philosophy and overall mission at Alturas Prep. Both schools share similar goals and values in education. As

we transfer grades 6-8 from AIA to Alturas Prep, we will open 192 new seats in K-5. This growth at AIA will provide additional seats at Alturas Prep. Together, both schools will make more opportunities available for students in our community to receive a rigorous, high-quality IB education.

The International Baccalaureate Organization is a global community partner with Alturas Prep. The MYP program ~~is currently (2019-20) in~~ recently completed its final year of candidacy as an IB school and ~~is ready to become authorized as soon as IB can resume their school visits~~ has been authorized as an International Baccalaureate World School in the Middle Years Program. Alturas Prep will begin the process of accreditation as a Diploma and Career-related school upon opening in 2021.

We have also established community partnerships, or initiated contact by email, with Idaho National Laboratory (INL), Museum of Idaho, American Red Cross, Eastern Idaho Regional Medical Center, ~~Northwest Cosmetics Labs~~ Elevation Labs, College of Eastern Idaho, and Idaho State University. We look forward to developing strong partnerships with these and other organizations as a benefit to the school, the organization, and the community. See Appendix F4

Parental Engagement

The involvement of parents and families in their children's education is critical to students' academic success. The faculty and administration of Alturas Prep will engage parents in the school community by the following:

- Providing workshops or holding meetings on such topics as:
 - The International Baccalaureate (IB) Program, with orientations on both the Diploma and Career Programs and how those pathways are interwoven with the STEM program.
 - Program options, graduation requirements, test schedules, and education options after graduation and how to plan for them.
 - Financing post-secondary education and applying for financial aid.
 - Topics that families suggest, such as developing positive discipline strategies and supporting children through crisis.
- Contacting families on a regular basis through:
 - Regular phone calls from teachers to discuss something positive their children are doing in class, not just when there are problems.
 - Meetings with teachers to talk about their children's progress and what they're learning, particularly as it relates to future plans.
 - Phone calls, email, or other methods to connect with parents during the summer about the next school year's expectations and activities in an effort to build a relationship with each family.
- Welcoming family involvement in the school through:
 - Family and student tours of the school and classroom visits and observations.

- Special orientations for incoming students and their families to explain the teaching model of Alturas including the IB program and to answer questions.

Additional approaches to encourage parental involvement include, but are not limited to, the following:

- Inviting and encouraging parents to engage in projects/lessons in the classroom.
- Setting expectations for parent involvement at the start of the year.
- Communicating often about the need for and importance of parental involvement.
- Being clear about what's needed and creating a structure that supports those needs.
- Creating school-wide, structured opportunities for parent involvement.
- Matching parents and resources to needs.
- Creating opportunities to connect by inviting parents to watch group programs and presentations.

Enrolling Underserved Families

In accordance with IDAPA 08.02.02.203.02, Alturas Preparatory 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 Alturas Prep each year. The information will be posted in highly visible and prominent locations within the attendance area of the Alturas Prep as well as on the Academy's website.

In addition, Alturas Prep 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 Alturas Prep. Alturas Prep 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, Alturas Prep 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 Alturas Prep 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.

Section V: School Leadership and Management

Leadership Team

School Leaders

The Board of Directors will hire and evaluate the Executive Director for Alturas Prep. The Board will approve both a job description and an evaluation plan for this position. The Executive Director will hire and evaluate the Principal. The Administrators, both Executive Director and Principal, will be responsible for implementing the mission and vision of the school. They will recommend to the board the hiring of personnel and will conduct evaluations as well as provide professional development opportunities for staff. The Administrators 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 Administrators will have responsibilities to oversee the procurement of curriculum, equipment, supplies and technology. The Administrators 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 Administrators 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 Alturas Prep. 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 Alturas Prep.

Teacher contracts are not interchangeable between separate LEAs. AIA will release all teachers from their contracts when it ceases serving grades 6-8. Teachers will need to apply to APA for open positions.

In order to ensure fair hiring practices, APA will require that all positions are filled through a transparent hiring process including the advertising of positions available prior to opening, review of all submitted resumes/applications to identify potential candidates, and interviews with all qualified candidates. It is entirely possible that such a process will enable APA to identify more qualified candidates. It is, however, more likely that the great majority of AIA employees seeking a position with APA would be hired based upon their existing familiarity with and buy-in to the foundational principles upon which APA's charter is based. To the extent this occurs, it is not the

function of an unfair process. On the contrary, it is the function of a fair process identifying the most qualified individuals.

Michelle Ball will serve as Executive Director of Alturas Preparatory Academy as well as Alturas International Academy (AIA). This will ensure continuity in the administration of the IB program as well as integrity in fulfilling the mission and vision of Alturas Prep. Mrs. Ball will report directly to the Board of Directors.

Brian Bingham, current principal of Alturas International Academy, will serve as the new principal for Alturas Prep. This will also help to ensure continuity and integrity of the IB program and the mission and vision of the school. Mr. Bingham will report directly to the Executive Director, Mrs. Ball. He will also train to become the next Executive Director when Mrs. Ball retires in 5-7 years. Mr. Reece Drkula, a faculty member at Alturas International Academy, will train under Mr. Bingham for the 2020-21 school year to become the new principal at AIA.

As an integral part of our strategic plan, the board will continue to have one Executive Director for both AIA and APA. The Executive Director will have a contract with both schools, and the salary from each will be proportionate to student enrollment.

MYP, DP, and CP coordinators will be appointed by the Executive Director and Principal. The IB Program Coordinators are teachers at Alturas Prep who also serve as the leaders of the IB program and are responsible for the total operation of those programs. The coordinators shall provide leadership, administrative and supervisory skills for the educational development of students and staff, as well as to promote appropriate parent and community awareness.

See Appendix D2 for the Organizational Chart

Evaluation Plan

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.

The Executive Director and Principal will also be evaluated from “A Framework for Teaching – Charlotte Danielson Rubrics for Enhancing Professional Practice” as recommended by the State of Idaho. <https://boardofed.idaho.gov/resources/a-framework-for-teaching-charlotte-danielson-rubrics-for-enhancing-professional-practice/>

Educational Service Providers

Alturas Prep has no plans to contract with any Educational Service Providers.

Section VI: Virtual and Blended Schools

Alturas Preparatory Academy is not a virtual or blended school.

Appendix D: Conditions of Authorization / Renewal

Pre-Operational Conditions

Alturas Preparatory Academy was approved on 8/13/20 with the following condition:

No later than May 11, 2021, APA must evidence a balanced budget for FY22 supported by post-lottery enrollment numbers and documentation of secured loans or grants.






Performance Certificate APA

Final Audit Report

2020-10-13

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