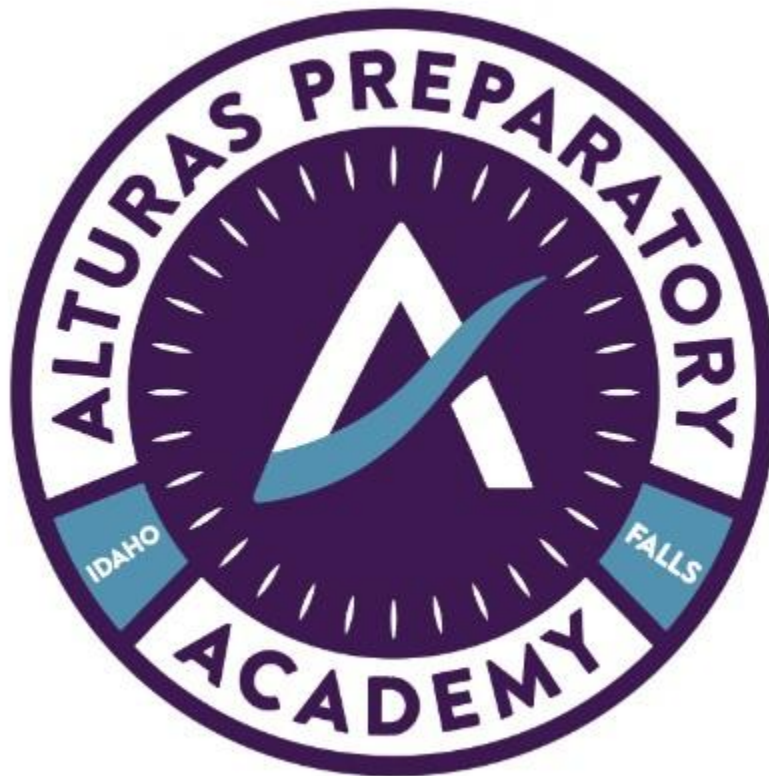


# **ALTURAS PREPARATORY ACADEMY**



**Student Handbook  
2025-2026 School Year**

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## **INTRODUCTION**

Alturas Preparatory Academy is a public charter school authorized by the Idaho Charter School Commission. In accordance with our Charter, Alturas Preparatory Academy provides a high quality education, preparing students to excel in the local and international communities and meet or exceed the Idaho Core Standards.

What does Alturas mean?

The Spanish to English translation: Heights, Altitude, Loftiness, Nobleness.

Alturas Preparatory Academy believes in setting and achieving high goals and living with nobility in order to reach “Great Heights”.

## **POLICIES & PROCEDURES**

This handbook is meant to be used as an abbreviated quick reference guide. You can refer to all Board of Directors adopted policies and procedures in detail at <http://www.alturasprep.org>

## **INTERNATIONAL BACCALAUREATE**

Alturas Preparatory Academy’s Middle Years Program (MYP) is an accredited International Baccalaureate (IB) World School program. The IB is a non-profit educational foundation that develops the intellectual, personal, emotional, and social skills needed to live, learn and work in the 21st century. The IB has a reputation for high standards of teaching, leadership, and student achievement by incorporating programs of international education and rigorous assessments.

Part of becoming an IB School is the IB Learner Profile, at Alturas we will strive to adopt the Learner Profile and become:

### **Inquirers**

“We nurture our curiosity, developing skills for inquiry and research. WE know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.”

### **Knowledgeable**

“We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.”

### **Thinkers**

“We use critical and creative thinking skills to analyze and take responsible action on complex problems. WE exercise initiative in making reasoned, ethical decisions.”

### **Communicators**

“We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.”

### **Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. WE take responsibility for our actions and their consequences.”

### **Open-minded**

“We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.”

### **Caring**

“We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.”

### **Risk-Takers**

“We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.”

### **Balanced**

“We understand the importance of balancing different aspects of our lives--intellectual, physical, and emotional--to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.”

### **Reflective**

“We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development” (Retrieved from: <http://www.ibo.org/globalassets/digital-toolkit/brochures/what-is-an-ib-education-en.pdf>).

## **EDUCATIONAL PHILOSOPHY**

Coupled with the IB framework for curriculum we will incorporate proven methodologies that will foster students who are responsible citizens, intellectually capable, and competitive in every aspect of society. This will be provided in caring, yet challenging, multi-age classrooms consistent with the IB framework. Alturas Preparatory Academy’s philosophy of education is grounded in the core belief that students must be prepared to live, work and positively contribute to a global community within the 21<sup>st</sup> Century. Students will require a vast set of skills, attributes and attitudes to be successful.

Alturas Preparatory Academy will offer students the rich experience of internationalism, second language (Spanish) instruction. Visual, auditory, tactical, global, kinesthetic, and analytic strategies will be incorporated into lessons and units of instruction, giving students an increased choice of learning styles in their education. Technology, literature, sciences, mathematics, art, music, research, nonfiction reading and a wide range of writing will be integrated into lesson plans providing students with the opportunity to interact and connect their learning to the real world.

## **LEADERSHIP TEAM**

Alturas Preparatory Academy had established a Leadership Team that works together to mentor both staff and students, making school wide decisions, assisting staff and students, enforcing school policies and working with the Board of Directors. The Leadership Team is made up of:

- 1) The Executive Director (Michelle Ball)
- 2) The Principal (Brian Bingham)
- 3) MYP Coordinator (Jennifer Radford)

## **ATTENDANCE**

Alturas Preparatory Academy is committed to providing a rich and valuable learning experience each day. More importantly, regular school attendance is the single strongest contributing factor to academic growth and is essential for the student to make the most of his/her education by benefiting through teacher-led activities, building each day’s learning on that of the previous day, and growing as an individual. Attending school regularly helps children feel better about school—and themselves. It is essential students are on time and have good attendance habits. Good attendance will help students be more prepared to learn each day and will help them acquire the work habits required for success in high school, college, and the workplace.

### **Attendance Requirements**

When a student reaches 15% unexcused absences in a given year, whether full-day or in any given class period, parents/guardians will be contacted to discuss the student’s attendance habits.

When a student reaches 20% unexcused absences, whether full-day or in any given class period, in a given year, the teacher will notify the administration and together (the administration and teacher) will conference with the student and parent/guardian to establish an attendance plan.

Unexcused absences beyond 25%, whether full-day or in any given class period, in a year may result in a referral, in the sole discretion of the school leadership team, to the Board of Directors for potential expulsion from the school for habitual truancy pursuant to the requirements of Idaho Code 33-205.

If a student misses more than 15 minutes of class time, it is considered an absence.

### **NOTIFICATION OF ABSENCE:**

Please notify Alturas Preparatory Academy by 8:30 am if your student will be absent from school. You may also email a notification at [apaattendance@alturasacademy.org](mailto:apaattendance@alturasacademy.org)

Please include:

- 1) Student's name
- 2) Student's home room teacher
- 3) Name of parent/guardian reporting the absence
- 4) Reason for absence
- 5) Estimated date of return

### **PLANNED ABSENCES:**

For planned professional appointments (dentist, doctor, etc.), to the extent possible, schedule these appointments for Fridays when students are not in class or during holiday or breaks. If your student is going to be absent, please let the office know.

### **TARDIES**

If students arrive in the classroom after 8:05 a.m., they will be considered tardy. If arriving late, parents need to enter the building and check their child in at the front office. For parents/guardians who have children in high school, students will either need to bring a note from their parents, or be checked in by their parent/guardian.

A student will also be assigned Friday School Suspension if they have numerous tardies. If a student is tardy three times in one class, the parent will be notified, and if a fourth tardy occurs, they will have Friday school. Please know we are willing to collaborate if there are extenuating circumstances.

### **CHECKING STUDENTS OUT OF CLASS**

For safety purposes, students will not be released to any person other than parent/guardian, or someone on their personal authorized list. If you need to have your student picked up during the school day, please follow the procedures below.

- 1) Go to the front office. Do not pick your student up directly from the classroom.
- 2) Show your photo ID to the office staff.
- 3) Sign your student out on the provided form.
- 4) Wait in the office until your student comes to the office.
- 5) Leave the school through the front doors.

### **NORMAL DAILY SCHOOL SCHEDULE**

NORMAL DAILY SCHOOL SCHEDULE			
Drop Off Begins	Bell Rings to head to class	Tardy Bell Rings	School Released
7:45 am	7:55 am	8:00am	3:45pm

## DAILY BELL SCHEDULE

Middle School		High School	
1 <sup>st</sup> hour	8:00-9:15	1 <sup>st</sup> hour	8:00-9:15
2 <sup>nd</sup> hour	9:17-10:27	2 <sup>nd</sup> hour	9:15-10:25
3 <sup>rd</sup> hour	10:29-11:39	3 <sup>rd</sup> hour	10:25-11:35
<b>Lunch</b>	11:39-12:09	4 <sup>th</sup> hour (PBL)	11:35-12:45
4 <sup>th</sup> hour	12:11-1:21	<b>Lunch</b>	12:45-1:25
5 <sup>th</sup> hour	1:23-2:33	5 <sup>th</sup> hour	1:25-2:35
6 <sup>th</sup> hour (PBL)	2:35-3:45	6 <sup>th</sup> hour	2:35-3:45

### CLASSROOM ENVIRONMENT

Students are not allowed to bring fidgets, toys, or any other items that might distract them or others during class. If you have a phone, it must be kept in your bag at all times and cannot be on your person or used during class. Additionally, listening to music is not allowed during school hours. With the exception of water bottles, no outside food or drinks may be brought into the building except during lunch time. If brought for lunch, it must be discarded before the start of the following class period. These policies help us create a better learning environment for everyone.

### DRESS CODE

The purpose of a student dress code is to create a safe and clean environment and to remove distractions from the school that can negatively impact the educational climate and learning processes of the school.

Please see Dress Code Board Policy 3255 for full details. To keep things respectful and distraction-free, we follow a few easy rules when it comes to what students wear:

- 1. Tops (Tank Tops, T-Shirts, etc.):**  
Use the **3-finger rule** – straps should be **at least 3 fingers wide**. This means **no spaghetti straps** or thin tank tops. No more than 3 fingers of midriff may be visible.
- 2. Shorts and Skirts:**  
These should be **at least mid-thigh length**. A good way to check is to stand straight and keep your hands at your sides – the fabric should go **past your fingertips**. Skirts and shorts should allow you to sit, bend, and move comfortably **without revealing undergarments**.
- 3. General Fit and Coverage:**  
Clothing should not be too tight, see-through, or have holes in inappropriate places. All clothing should cover **undergarments** at all times.
- 4. No pajamas, pajama bottoms or slippers.**

### BACKPACKS

Students are allowed to carry backpacks, but **no backpacks with wheels are allowed**. Students must place their backpacks in a designated area before the start of the school day. Personal hygiene items may be retrieved as needed.

### BICYCLES AND SCOOTERS

Students are allowed to ride bicycles and scooters and must store them outside the school. There is a bicycle rack on the east side of the building. When students arrive on school grounds, for safety reasons, students must dismount and walk them to the designated location and secure it. Students who choose to bring such items to school do so at their own risk - Alturas Preparatory Academy School assumes no liability for damage, theft, etc.

Skateboards, Longboards, Roller-blades, Heelys and any type of “roller-shoes” or boards are not permitted on school property. If a student brings any of the aforementioned recreational objects the Leadership Team will confiscate it and the child’s parent/guardian will need to come collect it. Hover- Boards and all motorized or battery operated equipment are not permitted on school property.

### **CLOSED CAMPUS and LUNCHES**

Students in 6th-8th grade at Alturas Preparatory Academy will have a closed campus for lunch. Once students are on campus, they are required to have parents/guardians check them out to leave campus. Leaving campus without permission constitutes truancy, including leaving at lunch.

Students in high school at Alturas Preparatory Academy may leave school grounds during lunch to eat. They must return in time for 5th hour. If they are more than 10 minutes late, this is considered tardy over limit and students will be assigned Friday school. If a high school student is habitually tardy after lunch, their privilege of an open campus lunch may be revoked.

### **ESSENTIAL AGREEMENTS**

Students are expected to make positive behavior choices that promote their safety, the safety of others, and a productive learning environment. The following are the two essential agreements that all students will be expected to keep.

- 1. Live the IB Learner Profiles**
- 2. Be IB Learners**

This means students are expected to know and follow the 10 different IB Learner Profiles and strive to make a positive difference in the lives of those around them.

### **Behavior Plan**

It is the philosophy of Alturas Preparatory Academy to do all that can be done to help students meet the expectations for behavior and learning in the classroom. However, when a student consistently takes away from others’ learning and cannot be redirected in class, more drastic measures will be taken in order to maintain a positive, learning environment. This plan is in place for students who constantly disrupt the learning environment, negatively impacting their peers’ learning, and do not take redirection from the teacher or administrator. There is no catch-all for classroom management and/or student behavior, the following outline is a basic guide to help you understand the progression of the behavior plan.

- The teacher will redirect student to change behavior
  - If student does not redirect, the teacher will proceed to step 2
- The teacher will pull the disruptive student out and conference them in the hallway about their behavior.
  - If a student has to be pulled out multiple times to address their behavior, the teacher will then proceed to step 3
  - The teacher will inform the student that if the behavior does not change, they will make a phone call home.
- The teacher will pull the disruptive student out and the student will call parent/guardian to explain the issue that has been happening in class

- a. The teacher will make the phone call and give the parent some background information, then the student will explain what has happened and then hand the phone back with the parent still on, and the teacher (if he/she feel is necessary) will set up a meeting with the parents or will let them know that the teacher will be in contact with them again if there are any issues.
  - b. If the phone call has done little to deter the student's misbehavior, the teacher will proceed to step 4.
  - c. Once a parent meeting has been scheduled, the **TEACHER** will inform the **ADMINISTRATION** of the meeting, and the **ADMINISTRATION** will pull the student out and address the misbehavior
4. The **TEACHER** will arrange a meeting with the parents and will invite the administration to the meeting.
- a. During the meeting the teacher will explain what has been happening in the class and how the student has responded to the directives of the teacher
  - b. A plan will be established with the parents/guardians on what each person will do moving forward. This plan can include:
    - i. Parents/guardians attending class with their student
    - ii. Parents/guardians creating a contract at home on how the student's behavior will improve
    - iii. The student visiting with the teacher after each class to evaluate the student's behavior
    - iv. The administration supporting the student in class
    - v. In-school suspension
    - vi. Out-of-school suspension
  - c. Once the plan has been established, if there is no improvement from the student, or support from the parent, the **ADMINISTRATION** will proceed to step 5.
5. Parents/Guardians will receive a formal letter detailing the reason(s) their student is being suspended, in the letter it will explain what will happen if the student's behavior continues to disrupt the learning environment and/or take away from their peers' learning.
- a. If this is the second or subsequent suspension, a parent meeting will be held.
  - b. If behavior does not improve, a student can be suspended up to 3 times, and then the administration will proceed to step 6.
6. Parents/Guardians will receive a formal letter stating that their student can either withdraw from Alturas, or they will be presented before the board for an expulsion hearing.

### **FRIDAY SCHOOL SUSPENSION**

Students will be assigned a Friday School Suspension if they consistently refuse to do work, or if their behavior takes away from the learning environment. The teacher will attempt to redirect the student's behavior and will support their learning. However, if the student continues to refuse to complete work, or if they are taking away from the classroom environment and the learning of others, they will be assigned a Friday School Suspension.

A student will also be assigned Friday School Suspension if they have numerous tardies. If a student is tardy three times in one class, the parent will be notified, and if a fourth tardy occurs, they will have Friday school. Please know we are willing to collaborate if there are extenuating circumstances.

Friday School will be in session from 8:30 am - 12:30 pm. If a student is tardy or is absent for their assigned Friday School Suspension, they will be given an out of school suspension the following week. If your child is assigned a Friday School Suspension, please have them in the building no later than 8:20 am.

If a student has received three Friday schools in one school year, this will equate to one out-of-school suspension on their record.

### **DENIAL OF ENROLLMENT**

Per Idaho Code 33-205 the school's Board of Directors may deny enrollment to Alturas Preparatory Academy to any student who is habitually truant, or who is incorrigible, or whose conduct, in the judgment of the administration is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in the school is detrimental to the health and safety of other students or who has been expelled from another school district in this state or any other state. Any student having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board of Directors of Directors: but such enrollment or readmission shall not prevent the Board of Directors from again expelling such student for cause.

### **DROP-OFF/PICK-UP INSTRUCTIONS**

Staff members will supervise the drop-off and pick-up zone to help ensure the safety of the students. For your student's safety, students shall not arrive on school grounds prior to 7:45am and must exit school grounds no later than 4:00 pm. School personnel are not available for supervision outside of these times. **The school is not liable for the welfare of the student if they are on school property after 4:00 pm.**

### **BUSSERS & WALKERS**

Busses will operate prior to 8:00 am and again when picking students up at 3:45pm. Students who ride buses will be supervised as they board the proper bus.

### **BUS RULES**

1. Always follow the driver's instructions
2. Voice level 2 at all times - only the person next to you should be able to hear you
3. Face forward in your seat at all times
4. Remain seated until the bus arrives at your stop
5. Be aware of others while you are walking up or down the aisle
6. You may only listen to music with earbuds/headphones
7. Keep hands, feet, and objects to yourself
8. No inappropriate language, gestures, or insults
9. Do not save seats
10. Do not take photos or videos with your phone of other people without their permission
11. Treat others the way you would like to be treated
12. No inappropriate games/videos/pictures on your phone

### **ELECTRONIC DEVICES**

The only personal electronic device(s) Alturas Preparatory Academy allows on school campus are cellular phones, iPods and MP3 players. No other personal electronic devices (such as, iPads, pocket video games or similar) will be allowed on campus. Students who bring approved electronic devices to school must store them in their backpack during the school-day unless otherwise instructed by the classroom teacher or administrator; **THIS INCLUDES DURING LUNCH** for the Middle School students. High school students are allowed to use phones during lunch time.

If a student violates this policy, Alturas Preparatory Academy Leadership Team will determine consequences based on the severity and/or frequency of the incident(s). Consequences may include but are not limited to confiscating the electronic device and requiring the parent/guardian of the student to come and collect it from the school.

Students who choose to bring an electronic device to school, do so at their own risk. Alturas Preparatory Academy assumes no liability for damage, theft, etc.

### **ELECTRONIC NETWORK USE RULES, ETIQUETTE, AND SECURITY**

School account holders are expected to act in a responsible, ethical, and legal manner, in accordance with

purposes of the networks they use, and the laws of Idaho and the United States. Using the network is a privilege, not a right, and the privilege may be revoked at any time for unacceptable conduct.

At Alturas Preparatory Academy there is a 1:1 ratio of students to Google Chromebooks. All Chromebooks are property of Alturas Preparatory Academy and must be treated as such. Each student will be assigned a Chromebook and will be responsible for the condition of the Chromebook throughout the school year. If there is any abuse or mistreatment of the Chromebook, the student and the student's parent will have a conference with the Leadership team and teacher. Students may be liable for any damaged Chromebooks.

As part of our efforts to create a focused and productive learning environment, we are implementing clear expectations for Chromebook use in the classroom. We want to ensure that students are using their Chromebooks responsibly to support their learning. If a student is found misusing their Chromebook, families will be notified. The first incident will serve as a warning, with communication home. If the misuse continues, the Chromebook will be taken away for one school week (4 days), and families will be contacted again. Ongoing misuse may result in further Chromebook restrictions and/or assignment to Friday School.

### **LUNCH PROGRAM**

Alturas Preparatory Academy will provide lunch through Alturas International Academy's kitchen every Monday-Thursday. If parents want their student(s) to have a hot lunch they need to fill out an online lunch order in the parent portal by the due date listed on the form. This is so the AIA kitchen can plan ahead and know how many lunches to prepare for. **NO EXTRA LUNCHESES WILL BE ORDERED.** If students fail to complete the lunch order, an alternative lunch will be provided if the student does not bring a lunch from home. Alternative lunches cost \$2.50 and are limited to 5 per year.

Lunches that are ordered must be paid for, whether or not your student eats the meal. Please do not send a cold lunch with your student the day you ordered a hot lunch. If you do not know which days you ordered a lunch for your child, please call the front office and someone will help you.

### **CONFERENCES AND MEETINGS**

Alturas Preparatory Academy has an open door conference/meeting/visit policy. Communication with your teacher(s) will be on a regular basis. You are always welcome to stop by the school. Please be respectful of the classroom and schedule in advance all meeting with teachers outside of the instructional hours of 8:00am-3:45pm.

A couple times during the school year Alturas Preparatory Academy will host a student-led project presentations.

### **GRADING PROCEDURES**

In the MYP the following rubric is utilized to grade Subject Specific Grading Criterion:

Mark	Descriptor
1	Does not meet any standards below.
2	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
3	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
4	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
5	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
6	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
7	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
8	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

### How are final quarter/semester grades determined?

Throughout the grading period students will be assessed on each subject specific grading criteria. At the end of the grading period the students will receive a final grade for each subject specific criteria with a score from 1-8, these subject specific criteria are tied back to Idaho State Standards. The teacher will then add up the students criteria for an “overall” grade.

For example, let’s say a student received the following scores on their subject specific criteria :

#### Language and Literature (ELA)

A: Analyzing - 5

B: Organizing - 7

C: Producing text - 6

D: Using language – 6

Total combined score of subject specific criteria = 24

After totaling up the subject specific scores, the teacher will then look at the following rubric to determine what overall score the student will receive.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

As you can see, the student received a total score of 24, according to the International Baccalaureate Rubric, that total score of 24 will translate into a final score of 6. Therefore, on the report card, the student would receive a 6 for ELA.

Each subject that you take will follow this process of grading. Since we are an International Baccalaureate school, we must follow their grading guidelines.

### Late Work Policy

- If you are absent, you are expected to check Google classroom and complete the work/notes there.

- Missing assignments will be marked in Infinite Campus. Parents/guardians should receive notification as long as their account is set up to receive notification
- You have 2 weeks to redo assignments.
- You are allowed to redo a test/quiz once.
- A redo can be done during tutoring or afterschool if it's a test/quiz.
- Regular assignments are done on your own time.
- If you need more than two weeks, you need to speak with your teacher and set up a day to redo work with them.
- If you are redoing an assignment the maximum grade you can receive is a 5 unless otherwise specified by the teacher.
- All late work and redos must be turned in and completed before the end of each trimester.

## **High School Credit and Graduation Requirements**

Students in grades 6th-8th may receive high school credit for classes they take during their middle school years. In order to receive high school credit, students must be taking a high school level course, for example, Integrated I for mathematics. If students wish to receive high school credit, and to have their credit transcribed on their transcript, parents must sign a permission form.

All students in 9th-12th grade will receive high school credit for classes they pass. In order to graduate from high school students must obtain a minimum of 59 credits.

### **Language Arts**

- English - **12 Credits**
- Speech - **1 Credit**

### **Mathematics**

- Algebra I - **3 credits**
- Geometry - **3 credits**
- Student Choice - **3 credits**

### **Science**

- Lab-based - **3 credits**
- **Student choice - 6 credits**
  - May include biology, physical science, chemistry, earth, space, and environment or approved applied science

### **Social Studies**

- US History - **2 credits**
- Courses such as geography, sociology, psychology and world history may not count toward this requirement.
- Government - **2 credits**
- Economics/Financial Literacy - **1 credit**

### **Humanities - 3 credits**

- Visual arts
- Music
- Foreign Language

### **Health - 1 Credit**

### **Electives - 17 Credits**

## **ELECTIVES**

The philosophy of International Baccalaureate schools is to develop well-rounded individuals; part of the way this mission is fulfilled is by requiring all students to take the Arts (music and visual), PE, and a second language (Spanish). Many other high schools and middle schools offers these courses as electives, however, as an IB school they are required. As we grow in student numbers, the flexibility and availability of taking different types of the Arts and PE will grow as well.

## HIGH SCHOOL TRANSCRIPTS

Each subject that you take will follow this process of grading. Since we are an International Baccalaureate school, we must follow their grading guidelines. As each of these Final Grades are transcribed, they are converted to a traditional letter grade for their High School Transcript.

They are transcribed as follows:

<b>IB Grade</b>	<b>Letter Grade</b>	<b>IB HL Course GPA</b>	<b>IB SL &amp; DC College Course GPA</b>	<b>All other HS Course GPA</b>
7	A+	5.0	4.5	4.0
6	A	5.0	4.5	4.0
5	A-	5.0	4.5	4.0
4	B	4.0	3.5	3.0
3	C	3.0	2.5	2.0
2	D	1.0	1.0	1.0
1	F	0.0	0.0	0.0

Students in the middle school grades (6<sup>th</sup>-8<sup>th</sup>) may take classes for high school credit. If a student takes a class for high school credit, they may choose to have that course transcribed on their high school transcript as late as their junior year, or before they transfer. However, once it is transcribed, it cannot be removed.

## THE MIDDLE YEARS PROGRAM (MYP) GRADES 6-10

The International Baccalaureate® (IB) Middle Years Programme (MYP) 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 programme. 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 also complete a long-term project, where they decide what they want to learn about, identify what they already know, discovering what they will need to know to complete the project, and create a proposal or criteria for completing it.

## **THE DIPLOMA PROGRAM (DP) GRADES 11-12**

This challenging, rigorous and demanding program is a two-year course of study for high school juniors and seniors. It offers a broad and balanced curriculum presented in six academic areas surrounding a central core.

Students study both Standard Level (SL) and Higher Level (HL) courses. Standard level courses require rigorous study leading to a breadth of knowledge; higher level courses require intensive study leading to mastery.

### **Subject Groups**

The six academic subjects that will be studied at Alturas Preparatory Academy include:

1. **Language Arts:** Language and Literature (HL and SL)
2. **Second Language:** Spanish (SL only)
3. **Individuals and Societies:** History (SL only)
4. **Experimental Sciences:** Biology (HL and SL)
5. **Mathematics:** Applications & Interpretations (HL and SL)
6. **The Arts and Electives:** Music and Visual Arts (HL and SL)

Once students complete their classes, they will be required to pass three Higher Level (HL) assessments and three Standard Level (SL) assessments to earn the IB Diploma.

### **Other Requirements Students Must Meet to Earn an IB Diploma**

In addition to the six academic subjects, IB Diploma Candidates must meet three requirements:

1. **Theory of Knowledge (TOK):** A course designed to unify the six subject areas and develop inquiry and critical thinking. Students learn the development of cognition and identify how and why cultural norms exist.
2. **Creativity, Action, Service (CAS):** Requires students to be involved in sports, artistic pursuits and community service. The goal of CAS is to provide a balance between academic and social life.
3. **Extended Essay:** Offers an opportunity to investigate a topic of special interest at length and to become familiar with the research and writing skills expected at the university level. A mentor teacher assists students in developing this mini-thesis.

### **Who Should Enroll in IB?**

- Highly motivated students
- Students with proven academic success
- Students who are intellectually curious
- Students who are ready to be pushed to their academic limit

## **ACADEMIC HONESTY**

The principle of Academic Honesty is essential to establish a strong school community. In all our actions at Alturas Preparatory Academy we encourage students toward a life governed by the values of honesty and personal integrity. Students at Alturas are expected to follow and know the Academic Honesty Policy, and will be taught the policy at the beginning of the school year, and again various times throughout the school year.

## **MEDICATION AT SCHOOL**

Parents/guardians of a student who needs to take prescription medication during the school day must bring the medication to the front desk in the original container with the original label. The parent/guardian must complete and sign a Medication Consent Form for all medications to be administered by Alturas Preparatory Academy staff. The Medication Consent Form includes the last time a dosage was administered, the next time another dose should be administered and the correct quantity of medication. If the Medication Consent Form is incomplete, Alturas Preparatory Academy will not administer the medication. All medications are kept in a locked box at the front desk.

Homeopathic, essential oils, herbal, and/or nutritional supplements will not be dispensed at school unless a prescription is provided to the school from a licensed professional with legal prescriptive authority. Alturas Preparatory Academy reserves the right at any time to refuse to administer any medication or supplement that does not meet standards of safe administration.

Students who need to carry emergency medication to treat asthma or severe allergies may do so according to Alturas Preparatory Academy policies and procedures. These medications must be declared to the front office.

If your student needs to take Tylenol/Advil or some variation of pain medication, please encourage them to take it before and after school. Do not send any extra medication for your child to take during school hours. Please contact the Leadership Team regarding required procedures for emergency medications at school.

## **FEES**

Materials that are part of the basic educational program are provided with state and local funds and are at no charge to a student. Parent/guardians, however, may be required to pay certain other fees or deposits, including but not limited to:

- 1) Costs for materials for a class project that the student will keep
- 2) Voluntarily purchased pictures, publications, yearbooks, etc.
- 3) Personal apparel used in extracurricular activities that becomes the property of the student.
- 4) Fees for lost, damaged, or overdue school material (including books and Chromebooks)
- 5) Fees for activities and/or field trips that are voluntary

Parent/guardians will be advised in advance of any fees.

Any required fee or deposit may be waived if the student and parent/guardian are unable to pay. Application for such a waiver may be made to the Leadership Team.

**RECEIPT and ACKNOWLEDGEMENT OF ALTURAS PREPARATORY ACADEMY HANDBOOK**

By signing below, you:

1. Are stating that you have received, read and agree to all of the terms listed in this handbook.
2. Are agreeing to abide by all of the policies and procedures at Alturas Preparatory Academy.
3. Have read the policies in this document, understand them, and agree to adhere to the principles and procedures detailed within, and understand and accept the conditions stated above and release from any liability Alturas Preparatory Academy, its subcontractors, and employees.

Parent/Guardian Name (please print) \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

Student Name (please print) \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature \_\_\_\_\_

## Appendix A IB Policies

### ADMISSION POLICY

#### Introduction

Alturas Preparatory Academy (APA) is a tuition-free public charter school. By enrolling a student at APA, parents and students understand and agree to the expectations of the school. APA is an authorized IB World School and offers the Middle Years Program (MYP) in grades 6-10 and the Diploma Program (DP) in grades 11-12. APA is an IB school and all students who enroll and attend APA will participate in the program that pertains to their grade level (6<sup>th</sup>-10<sup>th</sup> graders will participate in the MYP, 11<sup>th</sup>-12<sup>th</sup> graders will participate in the DP).

“The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS) and the extended essay. Through the Diploma Programme (DP) core, students reflect on the nature of knowledge, complete independent research and undertake a project that often involves community service.” (<https://www.ibo.org/programmes/diploma-programme/>)

The six core subject groups are taught over two years. Courses either are taught at the Standard Level (SL) with a minimum of 150 hours, or are taught at the Higher Level (HL) with a minimum of 240 hours. Students need to take three courses at the Standard Level, and three courses at the Higher Level.

The six core subject groups are:

- Language and Literature (SL/HL)
- Language Acquisition (Spanish) (Only SL)
- Individuals and Societies (20<sup>th</sup> Century History) (Only SL)
- Mathematics (SL/HL)
- Physics (SL/HL)
- The Arts (SL/HL)

Towards the end of a student’s senior year, students will be required to take the IB DP exams for each of the six core subject groups. Exams receiving a score of 4 or higher can be transferred to universities and colleges for credit. If a student takes all of the exams, completes the TOK, CAS and EE, and receives an accumulative minimum score of 24, they will be awarded the IB Diploma.

For more information about the MYP and its requirements, please see: <https://www.ibo.org/programmes/middle-years-programme/>

Accommodations for instruction and assessment are made, as necessary, in accordance with student Individual Education Plans, 504 plans, IB policies, and practices of differentiated instruction.

#### Admissions Procedures

Alturas Preparatory Academy is open to all in-state students on a space-available basis. No in-state student will be denied admission based on ethnicity, creed, gender, disability, or place of residence. No out-of-state students will be enrolled. Alturas Preparatory Academy’s boundary encompasses the following school districts: Idaho Falls School District #91, Bonneville Joint School District #93, and Shelley School District #60. Students who live within the boundary will be given precedence over those who reside outside of the school’s boundaries.

#### Enrollment

Enrollment applications will be accepted anytime, however the LOTTERY ENROLLMENT WINDOW will be January-March for the following school year (specific dates will be posted in December). Any applications received after the Lottery Deadline will be placed on the bottom of a wait list for the grade in which they will be entering. The wait list DOES NOT carry over to the next year.

## **Equitable Selection**

Alturas Preparatory Academy complies with Idaho State of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Equitable Selection Process. The tiers of lottery preference are as follows:

1. Current students (remain enrolled – no action required)
2. Children of founders or employees (not to exceed 10% of overall enrollment)
3. Alturas International Transfer Students
4. Students who reside within the LEA's area of attendance (District 91, District 93, District 60)
5. Students who reside outside the LEA's area of attendance (District 91, District 93, District 60)

## **Lottery Process**

Each prospective student will be assigned a lottery number. Once enrollment for each grade reaches capacity, the lottery process will continue with lottery numbers being added to a wait list. Each stage of the lottery is complete once all numbers have been drawn, placed on the enrollment chart or a wait list.

Alturas Preparatory Academy complies with Idaho State Board of Education Rules Governing Public Charter Schools IDAPA 08.02.04 for the Proposed Attendance List for Lottery.

## **Wait List**

Wait lists are used to fill available student spots until the next equitable selection process is conducted. If a student does not accept an offer for enrollment or the parent/guardian does not respond to the offer by the date designated in the offer, the student's name will be removed from the waitlist and the next eligible student will be offered the seat. Wait lists will not carry over from one year to the next. Students who are not enrolled by the end of the second week of the school year their junior year will not be admitted into the Diploma Program and therefore will not receive admittance into the school.

## **Denial Of Enrollment**

Per Idaho Code 33-205 the school's Board of Directors may deny enrollment to Alturas Preparatory Academy to any student who is habitually truant, or who is incorrigible, or whose conduct, in the judgment of the Board of Directors is such as to be continuously disruptive of school discipline, or of the instructional effectiveness of the school, or whose presence in the school is detrimental to the health and safety of other students or who has been expelled from another school district in this state or any other state.

Any student having been denied enrollment or expelled may be enrolled or readmitted to the school by the Board of Directors upon such reasonable conditions as may be prescribed by the Board of Directors of Directors; but such enrollment or readmission shall not prevent the Board of Directors from again expelling such student for cause.

## **Attendance**

Alturas Preparatory Academy is committed to providing a rich and valuable learning experience each day. More importantly, regular school attendance is the single strongest contributing factor to academic growth and is essential for the student to make the most of his/her education by benefiting through teacher-led activities, building each day's learning on that of the previous day, and growing as an individual. Attending school regularly helps children feel better about school—and themselves. It is essential students are on time and have good attendance habits. Good attendance will help our students be more prepared to learn each day and will help them acquire the work habits required for success.

# ACADEMIC HONESTY POLICY

## Introduction

Alturas Preparatory Academy (APA) strives to provide a learning environment for all students to be successful. Teachers, administrators, and support staff all strive to support students to make correct choices in their academics by proactively teaching the proper ways to cite evidence, share resources, and collaborate without participating in academic dishonesty. Teachers in the classroom will consistently teach lessons on the different attributes of the IB Learner, and the ATL skills in order to give students the foundational expectation and understanding of what it means to be an IB student at Alturas Preparatory Academy. As educators, the school leaders at APA understand that students are likely to make mistakes, it is our responsibility and hope that we can take these mistakes as learning opportunities to teach students the importance of having academic integrity.

## Definitions of Academic Honesty

Alturas Preparatory Academy defines academic honesty as a set of values and skills that promote personal integrity in learning and assessment. It is important that we focus on educating our students on the IB profiles, they are the foundation of student learning. Student learning will be inquiry based and includes responsible use of information, and academic honesty, and acknowledging responsibility and communication of their work. Students can incur in the following forms of malpractice:

**Plagiarism:** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment

**Collusion:** is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another

**Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements.

**Paraphrasing:** this is defined as the restatement of someone's work in another form. In order for it to be allowed, the source needs to be acknowledged

## Examples:

- Any representation of others' work as your own
- Non original work that is not cited and appropriately referenced in submissions.
- Copying information from a book or a website.
- Failure to identify source of elements of nonverbal work (ie. painting, dance, photo, proof, musical composition, etc) that you've derived your work from.
- Using online language translators unless explicitly allowed.
- Collusion Supporting malpractice by another student, including allowing one's work to be accessed or copied or submitted for assessment by another student.
- Examples:
  - o Helping someone else cheat both deliberately and through support.
  - o Allowing your work to be copied and/or submitted by another student.
  - o Divide and conquer approach where you are not the author of the entire assignment given by the instructor (if not part of assignment).
  - o Representing significantly unequal work as an equal collaboration.
  - o Writing a paper or doing homework for another student, both at the time as well as sharing completed work with students who take a course in the future.
  - o Sharing information about assessment content and questions with other students.
  - o Collusion is to be contrasted with collaboration, which we define as multiple students actively engaged during the course as well as in the creation of a product per the assignment guidelines.

## Consequences Of Malpractice

**First Offense** Students will visit with the teacher in the hall discreetly to discuss their lack of integrity on the assignment or project. The student will call parents to notify them of their choice. The student has the opportunity to complete the assignment with integrity.

**Second Offense** If the student chooses to plagiarize an assignment or chooses to participate in academic

dishonesty a second time, the teacher will coordinate a parent meeting with the administration to discuss how to move forward. A student will be able to discuss with the administration team, teachers and their parents their plan moving forward, and present their case as to why they should be allowed to redo the assignment that was initially plagiarized. As a collective team, a decision will be made as to whether or not the student may redo the assignment for credit.

In this meeting the administration will revisit with the student and their parents Alturas' Student Behavior and Code of Conduct, and make them aware of what the consequences will be if they continue to practice academic dishonesty. Consequences may include but are not limited to: suspensions, failure of the assignment, failure of the class, expulsion.

**Third Offense** After having met with the parents and the student for the second offense, they will have been notified of the potential consequences. Depending upon the severity and frequency of the plagiarism or academic dishonesty for the third time, the student will be suspended and will not be given the opportunity to redo the assignment.

In case of malpractice in work for an external diploma or certificate (such as the Diploma and IB Courses, PSAT, SAT), the school shall notify the external organization in addition to the above. Given the potential of discrediting APA under such circumstances, the student may also face expulsion.

## **ASSESSMENT POLICY**

The primary purpose of assessment at Alturas Preparatory Academy is to support student learning. IB teachers use assessment to inform instructional decisions, to better understand the academic needs of students, and to analyze the effectiveness of instruction. It provides learners and teachers with feedback to revise performance and improve teaching and learning. Assessment enables the school to evaluate and monitor the effectiveness of academic achievement and provides direction for teachers, learners, parents, administration and overall school development. Assessment is varied between formative, summative, self, and peer assessments. Assessment is grounded in the following principles:

- Assessments are designed to reflect the written curriculum for each course.
- Data is used to provide continuous feedback to students.
- Formative and summative assessments are used concurrently to monitor student progress.
- Assessments are designed to ensure fairness for all students.
- Accommodations in assessments will be made for students with varied needs and abilities.

### **Assessment and the IB Learner Profile**

Instruction is implemented in small groups, at instructional levels so every student can develop their analytical and critical thinking skills. In addition, this provides students with a more in depth way to develop their IB Learner Profiles with the knowledge and skills they continually gain. The IB Learner Profile is transparent in the classroom and evident in the language of the school. Informal observations are used by teachers to give learners feedback on their development of the learner profile attributes. Opportunities are made for peer and group involvement in the assessment of learner profile attributes. Learners reflect on their development of certain targeted aspects of the profile at the end of selected learning experiences.

### **Assessment practices and strategies**

The school operates the following practices:

#### Pre-assessment

All teachers assess learners' prior knowledge and experience in an appropriate way before beginning a new unit of work or learning experience. Data is utilized from Star and NWEA testing.

#### Formative Assessment

Ongoing and regular assessment will take place during the teaching and learning process using a variety of methods to inform teachers and learners, and parents about the progress of learning. Formative assessment and learning are directly linked and provide feedback that is responsive to learner needs and informs teaching practice. Formative assessment engages students actively in the process of learning. Students should learn to self-assess, peer-assess, and improve their performance with the aid of each teacher's timely, detailed and meaningful feedback which is also greatly supported and visited during small group instruction throughout the day. Rubrics are used as a guide to support students. Formative assessment provides students with opportunities to learn new skills and to achieve better results while taking risks and understanding that making mistakes are part of the learning process, and help them achieve their goals. Formative assessment can for instance be draft assignments, oral presentations, questioning, discussion, visual representations, student led teaching, and quizzes.

### Summative Assessment

Summative assessment takes place at the end of a teaching and learning process or experience and is planned for in advance as evidenced by completion of the **IB** unit planners. The assessment is designed so that learners can demonstrate their knowledge and understanding in authentic tasks and apply their skills in new ways. The tasks involved are usually modeled on those mandated by the **IB** and graded in accordance with **IB** criteria. Summative assessments include tests, examinations, lab reports, oral and visual presentations, essays, projects, performances, or oral examinations.

### Internal Assessments

**IB** courses include internal assessments which are examples of student work and evaluated by teachers and reviewed and monitored by each department. This ensures reliability and alignment with **IB** assessment standards. This can take form with investigations, math projects, portfolio work, lab reports, artistic performances, and project nights. These internal assessments allow **IB** students to showcase their skills and allow individual choice and exploration of an area of interest.

### External Assessments

All **IB** courses have external assessments and are assessed in May. These exams are administered under strict protocols in order to ensure fair and valid results. These examinations are administered over a two-day period for each support according to a schedule provided by **IBO**. Most examine questions are open-ended and require students to create a response based on data sets, case studies, and course syllabus knowledge. The **IB** examiners will score these exams using mark schemes and rubrics. Preparation for these exams are ongoing with the **IB** courses, as teachers provide practice questions, use exam rubrics for formative and summative assessments.

### Self-assessment

Reflection and self-assessment are fundamental elements of the assessment process. Self-assessment is useful both during a learning experience, in enabling the learner to set goals and strategies for personal development, and at the end of the learning experience, in helping the learner to take increasing responsibility for his/her own learning. Self-assessment is essential to help students examine their strengths and weaknesses.

### Peer assessment

Peer assessment happens as part of the teaching and learning process. This will take place in small group instruction with partners, and feedback will be given on a continuous basis as students complete projects and class assignments. The **IB** Profiles are the foundation of learning procedures and are implemented on a consistent basis. It is important for the classroom to build a strong community so students are safe being risk-takers as they navigate their learning with collaboration and effective communication.

## **INCLUSION POLICY**

The purpose of the Inclusion Policy is to demonstrate how Alturas Preparatory Academy provides all students with high quality, rigorous, and differentiated learning opportunities. Alturas' model supports students with learning opportunities to create a strong foundation and mastery for their next level of achievement. Students are taught at their instructional levels in small group instruction to meet the needs of our most advanced learners, those who need extra support and to be successful, students below grade level, and also give students the opportunity to achieve and be successful in a mastery-based environment.

Alturas Preparatory Academy strives to provide a rigorous, supportive educational experience and culture for all students. As a team we are committed to ensuring that all students have the knowledge, skills and confidence they need to succeed, with a high quality, challenging, international education that we know is instrumental to support our students' lives. | We also abide by the state guidelines of inclusion of students qualifying for special education services for all academic programs.

Alturas Preparatory Academy is committed to offering a level of support and services to students with diverse academic, behavioral and health related needs. Students with disabilities may be served through a Section 504 Accommodation Plan, Individualized Education Program (IEP) under the Individuals with Disabilities Act (IDEA), or through a differentiated approach utilizing strategies and supports geared for the individual student. All supports are monitored by appropriate team members, and highly supported in the classroom setting with small group instruction often at instructional level.

### **Types of Services and Supports at Alturas**

We believe that no matter the learning ability all students can be properly supported and tracked in the classroom setting with our small group instruction that is often at instructional levels. This allows students to have an inclusive and supportive environment. In a small group instruction, teachers have greater opportunities to understand students' needs in the moment which supports students' understanding of the content. The students grow and increase their engagement and understanding by working with a partner and their group through strong collaboration. In the classroom extra support and assistance will be provided based on the needs of the student. For some students that may look like additional time to complete assignments, rechecking for understanding, scaffolding of information and use of technology to support learning. For other students, that may be a Section 504 Plan or an Individualized Education Plan.

### **Definition of Special Educational Needs:**

Many of our students have special academic, physical, social or emotional needs that are addressed so each student can be successful. These special needs may include:

- Specific Learning Disabilities
- Emotional Impairments
- Speech and Language Impairments
- Visual Impairment
- Hearing Impairments
- Physical Impairments
- Health Impairments
- Autism Spectrum Disorders
- Cognitive Impairments

### **Section 504 Eligibility and Accommodation Plan:**

A student may be eligible for a Section 504 Accommodation Plan if he/she has a physical or mental impairment which substantially limits one or more major life activities and requires a Section 504 Accommodation Plan in order for the child's educational needs to be met as adequately as the needs of non-disabled students. Eligibility under Section 504 is considered by completing an evaluation by a comprehensive team at the school. If a student

is found eligible, a Section 504 Accommodation Plan may be developed if required. Determination of what is appropriate for each child is based on the nature of the disabling condition and what that child needs in order to have an equal opportunity to learn when compared to the non-disabled.

### Individualized education plan (IEP):

A student may be eligible for an Individualized education plan (IEP) if they have a disability under the Individuals with Disabilities Education Act (IDEA). Qualified team members at Alturas will review current data, collect additional information if needed, and determine if a child has a disability under one of the categories identified by IDEA. The team will also consider if the child requires specially designed instruction known as special education services and supports. If an IEP is required, that document will be developed by the parent and required members of our school team. The IEP will cover the current performance of the student, goals, services and supports, testing accommodations and where those services will be provided. The IEP is reviewed at least annually.

### **Role of Teachers**

Teachers, aids, and staff members adapt their instruction to suit individual educational needs and this is supported by the small group instruction at Alturas. All teachers are committed to inclusion and students' needs being met in the general education classrooms. For students demonstrating academic talents in particular areas, teachers address those needs through classroom differentiation including addressing the instructional level of the student. Regardless of the type of need, teachers collect and analyze data, monitor progress, set and update goals with the students and parents.

### **Role of Students, Parents, and Guardians**

Students strive to the best of their abilities to live the IB profiles in the school environment, at home, and in their community. Students are expected, throughout the school day, that they will strive to be IB and explore their education in rigorous, supportive classroom environments. Students will work in conjunction with their teachers to meet their educational goals, including those with an IEP. All students at Alturas participate in the Diploma Programme and accommodations will be made for students who are unable to take the examinations. Parents work with all staff members at Alturas to better their child's education, and support a positive, safe, and challenging learning environment. The school's high expectations for our learners are supported by parents, and they have the responsibility in collaboration with our staff to reinforce these expectations in the school setting and at home environment. Parents attend meetings and activities throughout the year including:

- Welcome back to school for parents
- Student lead, parent teacher conferences
- Project Nights
- Behavior plan parent meetings
- Out of school educational experiences
- Attending IEP/504 meetings

## **LANGUAGE POLICY**

Language is the foundation of all learning and the basis for all inquiry and transdisciplinary across the curriculum. Language learning involves the elements of learning language, learning about language and learning through language. All students are language learners and our teaching philosophy of small group instruction gives our students opportunities to explore language analytically and critically. Our program supports students bringing their own unique contribution to language learning. Teachers facilitate learning experiences that enable learners to develop language within meaningful and engaging contexts. Students are able to make connections, apply their learning, and transfer their conceptual understanding to new ideas. This progressive conceptual development, together with high engagement, and a love for learning provides the foundation for lifelong learning. In our program students are given the tools to be part of a community of active learners who aspire to be internationally minded and responsible global citizens.

Alturas Preparatory Academy has a balanced language curriculum which includes; oral, visual and written language. Through active participation in small-group instruction students are involved in a diverse range of learning experience. Students perceive themselves as readers, writers, listeners, speakers and analytical and critical thinkers.

### **Alturas Preparatory Academy Mission Statement**

“Alturas Preparatory Academy promotes academic distinction, while empowering student 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.”

### **Practices and Implementation**

The mother tongue for instruction at Alturas Preparatory Academy is English.

Students whose mother tongue is different from English are encouraged to continue to develop their mother tongue and culture in addition to the English language program. Students are given the opportunity to speak, share and value learner diversity in a safe environment. By working in small groups students are encouraged to be open minded and purposeful communicators. Each student is different, and each student will have different needs to be met. Students that are not proficient are taught by inclusion in the classroom setting by small group instruction at their instructional level and have the support of the special education department, classroom teacher, classmates in a collaborative community. A plan is made and for those needing additional support or just more time to process, resources and help are available from the SPED teacher and other support staff.

A balanced and scaffolded language program is implemented at Alturas through the My Perspectives language curriculum, and Community Project, and Project Night Programs. Each component is tailored to include an explicit focus on students being internationally minded. Our curriculum provides students with authentic purposes and audiences for their work, in which they discover, construct or use knowledge. Teachers plan and facilitate activities that integrate the different language modes; speaking, listening, viewing, reading and writing. Language learning follows the Inquiry cycle and is transdisciplinary in that it is used in all areas of the curriculum. We use a balance of oral, written, and visual language.

Inquiry in the DP incorporates rigorous questioning, exploring, wondering, solving, and the following:

- Experimenting and exploring possibilities in various situations, including real life
- Making connections between previous learning and current learning
- Making predictions
- Collecting and tracking data, and reporting findings
- Clarifying existing ideas and real-life events throughout the world
- Reflecting on the perceptions of real-life events throughout the world
- Deepening understanding through the application of concepts and standards
- Making and testing theories
- Researching and seeking information
- Solving problems in a variety of ways

The Language of Instruction is made up of the following areas.

1. *Oral language—listening and speaking*
2. *Visual language—viewing and presenting*
3. *Written language—reading and writing*
4. *Learning a foreign language-Spanish*

### **Oral Language**

Oral language encompasses all aspects of listening and speaking. Opportunities for learning about and learning through oral language occur in all areas of the curriculum. Students are provided with authentic opportunities to develop their skills.

These include assemblies, Project Night presentations, The Community Project, and with collaboration in small group instruction. Assessment of speaking and listening is completed in small group settings as well as partnership mentoring. Students learn best when learning is focused on progression of understanding through collaboration, and students make deep conceptual connections, across the curriculum, that enhance their sense of purpose and meaning, and enable them to use critical and analytical thinking.

### **Visual Language**

Alturas incorporates using and constructing visuals and multimedia in a variety of situations and for a range of purposes and audiences. They allow students to understand the ways in which images and language interact to convey ideas, values and beliefs. Visual learning allows students to look at problem differently, increases memory of important information, builds understanding of the overviews and summaries, inspire students to think in more creative, open-minded ways and create ideas of their own, help organizational skills, and students can process and retain information faster and with more readability. Students are provided with learning experiences to develop their ability to understand how images and languages interact to convey ideas, values and beliefs by incorporating into their project's websites, videos, graphs, maps, diagrams and charts. Learning to interpret, understand and use different media are incorporated into our program.

### **Written Language**

Writing is primarily concerned with communicating meaning and intention to an audience. Students have two Project Nights, and one Community Project a year where writing is thematically woven into the program. Children learn to write by writing. The students are engaged in writing and researching throughout the school day.

Students learn the mechanics of writing including spelling, grammar, text structures and features, the writing process and developing voice thus integrating language throughout the curriculum. Our Project Nights and Community Project give students the opportunity to communicate their questions, intuitions, conjectures, reasons, explanations, justifications and ideas in a variety of forms with the written language as a foundation.

### **Spanish**

Alturas Preparatory Academy DP students are taught Spanish every day for at least eighty minutes in the DP. This enables students to gain an understanding of culture through language. Students will develop skills in Spanish by using the comprehensible input approach to learning. This approach allows for students to understand what they will be using in their everyday lives. The Spanish program will allow for the development of the language and skills in listening, speaking, reading, writing and viewing. Foreign Language study creates more positive attitudes and less prejudice toward people who are different. Analytical skills improve when students study a foreign language. Learning about another culture enables people to gain a more profound understanding of their own culture. Creativity is increased with the study of foreign language. Skills like problem solving, dealing with abstract concepts /are increased when you study a foreign language. Studying Spanish enhances listening skills and memory. Students will participate more effectively and responsibly in a multicultural world.

### **Plan for Implementation**

The language policy will be implemented through a collaborative team and whole school effort. Our collaborative team will involve teachers, students, parents, staff and administrators, working in partnership, to promote and pursue student language learning needs. This language policy includes support for mother tongues as well as support for students who are not proficient in the language of instruction. The goal at Alturas is to take into account all students' language learning needs.

## **Appendix B Board Policies**

### **Board Policy Parental Rights 2425**

The Board of Directors encourages parents/guardians to be involved in their student's school activities and academic progress.

The Board is mandated to adhere to laws, rules, and regulations including the Constitution of the State of Idaho; the rules of the Idaho State Board of Education (Idaho Administrative Procedures Act); the rules and regulations of the Idaho State Department of Education; the laws, rules, and regulations of the federal government and the U.S. Department of Education; as well as educational provisions outlined in the Idaho Code. These mandates include the requirement stated at Article IX, Section 1 of the Idaho Constitution that it is “. . . the duty of the Legislature of Idaho to maintain a general, uniform[,] and thorough system of public, free common schools.”

Based upon the above provisions, as well as the State's mandated requirements for advancement and graduation, the Charter School has established its practices, policies, and procedures as well as the approved curriculum and assessment program. Failure to follow the School's practices, policies, and procedures as well as the School's curriculum and assessment program amounts to the Charter School's violation of State and/or federal laws, rules, and regulations, including but not limited to the failure to provide a general, thorough, free, and uniform system of public education as well as putting the School's operations and funding in jeopardy.

Parents/guardians and students are expected to abide by the Charter School's practices, policies, and procedures governing the operation of the schools which are required by various State and/or federal laws, rules, and regulations. However, a student's parent/guardian has the right to reasonable academic accommodation if the accommodation does not substantially impact School staff and resources, including employee working conditions, safety, and supervision on school premises for school activities, and the efficient allocation of expenditures. The Charter School will strive to balance the rights of parents/guardians, the educational needs of other students, the academic and behavioral impacts to a classroom, teachers' workloads, and the assurance of the safe and efficient operations of the school.

If a parent/guardian has an objection to the Charter School's implementation of various mandates through the School's practices, policies, and procedures, or if a parent/guardian would like to request reasonable academic accommodation, the appropriate avenue for the parent/guardian is to first seek to address such concerns through communication with the Charter School's administration. Should that avenue not resolve the situation, a parent/guardian is free to address such concerns with the Board of Directors in conformance with Board policy regarding public participation at Board meetings.

A parent/guardian who has an objection to their child's participation in the Charter School's adopted curriculum and/or the School's implementation of practices, policies, and procedures in accordance with educational mandates on the basis that it harms the child or impairs the parent/guardian's firmly held beliefs, values, or principles, may withdraw their child from the activity, class, or program. A parent/guardian who chooses to not have their child participate in the provided educational activity, with the exception of sex education curriculum, shall be responsible for identification and provision of non-disruptive alternative educational activities for their child during any time of objection, at no cost to the Charter School. The final decision as to the placement of such alternative educational activity shall be at the discretion of the Charter School, with input of the parent, consistent with the requirements for advancement and graduation and consistent with the reasonable accommodation requirements outlined above.

In the case of dual credit courses offered by an institution of higher education, academic accommodations and

excusing students from objectionable assignments is solely at the discretion of the course provider and not the Charter School. The Charter School has no control over the selection, adoption, and removal of curricular materials and it is the responsibility of the parent to have knowledge of and/or review such prior to student enrollment.

### Access to Learning Materials

Parents/guardians are entitled to review all learning materials, instructional materials, and other teaching aids used in the classroom of their student. Parents/guardians can request access to learning materials by contacting the school's administration during school hours.

### **Board Policy Student Dress Code 3255 states:**

The purpose of a student dress code is to create a safe and clean environment and to remove distractions from the school that can negatively impact the educational climate and learning processes of the school.

Students shall adhere to the following guidelines when attending school or school-affiliated activities:

Students shall adhere to the following guidelines when attending school or school-affiliated activities:

1. All clothing must be clean and well-maintained.
2. Clothing must be suitable for current weather conditions and activities in which students will be engaged. Teachers may establish dress and grooming regulations when necessary for specific class activities (such as field trips, PE, science, or art).
3. Clothing that exposes excessive bare skin, including but not limited to swimwear, short skirts, short shorts, low-cut tops, half-shirts, or sheer clothing, **WILL NOT** be permitted at school.
4. Clothing must be sufficient to conceal undergarments at all times.
5. Clothing that explicitly references, depicts, or alludes to, alcohol, drugs, gangs, violence, profanity, sexual material, or illegal activities **WILL NOT** be allowed at school.
6. Head coverings, including but not limited to scarves, hats, caps, hoods, bandanas, and sweatbands, **MUST NOT** be worn at school without the approval of school administration.
7. Footwear must be worn at all times.
8. Fashion accessories, including but not limited to eye wear, jewelry, cosmetics, and clothing pins, **CANNOT** detract from the educational climate in any way.
9. Hair must be clean and well groomed.

While these guidelines cover most common situations, they cannot anticipate everything that a student might wear. Consequently, administration reserves the right to identify students as out of dress code when the basic goal of a dress code, namely, to create a safe, clean, disruption-free environment, is compromised. Students appearing on school grounds or at school activities who are in violation of the dress code shall be counseled and sent home, as appropriate, in order to change clothes and dress properly. Any student who willfully and continuously violates the dress code may be subject to disciplinary action.

### **Board Policy Technology 3270**

#### Acceptable Uses

All use of the Charter School's electronic network must be in support of education and/or research, and in furtherance of the Charter School's stated educational goals; or for a legitimate school business purpose. Use is a

privilege, not a right. Students have no expectation of privacy in any materials that are stored, transmitted, or received via the Charter School's electronic network or Charter School computers. The Charter School reserves the right to access, monitor, inspect, copy, review and store, at any time and without prior notice, any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage, including email and instant messages.

1. Unacceptable Uses of Network: The following are considered examples of unacceptable uses and constitute a violation of this policy.

A. Uses that violate the law or encourage others to violate the law, including but not limited to transmitting offensive or harassing messages; offering for sale, use, or purchase any substance the possession or use of which is prohibited by the Charter School's student discipline policy, local, state, or federal law; viewing, transmitting or downloading pornographic materials or materials that encourages others to violate local, state, or federal law; information pertaining to the manufacture of weapons, intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.

B. Uses that cause harm to others or damage to their property, person, or reputation, including but not limited to engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating; reading another person's communications; sharing another person's pictures, private information, or messages without their permission; or otherwise using his or her access to the network or the Internet;

C. Uploading a worm, virus, other harmful form of programming or vandalism; participating in "hacking" activities or any form of unauthorized access to other computers, networks, or other information. Users will immediately notify the school's system administrator if they have identified a possible security problem. Users will not go looking for security problems, because this may be construed as an illegal attempt to gain access;

D. Uses amounting to harassment, sexual harassment, bullying, or cyber-bullying defined as using a computer, computer system, or computer network to convey a message in any format (audio, video, text, graphics, photographic, or any combination thereof) that is intended to harm another individual;

E. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet; uses that waste Charter School resources including downloading very large files without permission from a teacher, unnecessary printing, and consuming excess file space on shared drives;

F. Uses that are commercial transactions, including commercial or private advertising. Students and other users may not sell or buy anything over the Internet. Students and others should not give information to others, including credit card numbers and social security numbers;

G. The promotion of election or political campaigns, issues dealing with private or charitable organizations or foundations, ballot issues, or proselytizing in a way that presents such opinions as the view of the Charter School;

H. Sending, receiving, viewing or downloading obscene materials, materials harmful to minors, or materials that depict the sexual exploitation of minors;

I. Disclosing identifying personal information or arranging to meet persons met on the internet or by electronic communications; sharing one's password with others or allowing them to use one's account;

J. Downloading, installing, or copying software or other files without authorization of the Principal or the Principal's designee;

K. Posting or sending messages anonymously or using a name other than one's own;

L. Attempting to bypass internal or external security systems or controls using Charter School equipment. Students and staff may only access the internet using the Charter School network);

M. Plagiarism of material accessed online. Teachers will instruct students in appropriate research and citation practices; and

N. Using the network while access privileges are revoked

## **Board Policy Student Discipline 3330**

Disciplinary action may be taken against any student guilty of disobedience or misconduct, including, but not limited to:

- Habitual truancy.
- Incurability.
- Academic dishonesty.
- Conduct continuously disruptive of school discipline or of the instructional effectiveness of the Charter School.
- Conduct or presence of a student when the same is detrimental to the health and safety of other pupils.
- Using, possessing, distributing, purchasing, or selling tobacco products.
- Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence are not permitted to attend school functions and are treated as though they had alcohol in their possession.
- Using, possessing, distributing, purchasing, or selling illegal drugs or controlled substances, look-alike drugs and drug paraphernalia. Students who are under the influence are not permitted to attend school functions and are treated as though they had drugs in their possession.
- Assembly or public expression that advocates the use of substances that are illegal to minors or otherwise prohibited within this policy.
- Using, possessing, controlling, or transferring a weapon in violation of the “Possession of Weapons in a School Building” section of this policy.
- Using, possessing, controlling, or transferring any object that reasonably could be considered or used as a weapon.
- Disobeying directives from staff members or school officials and/or rules and regulations governing student conduct.
- Using violence, force, noise, coercion, threats, intimidation, fear, or other comparable conduct toward anyone or urging other students to engage in such conduct.
- Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person’s property.
- Engaging in any activity that constitutes disorderly conduct, an interference with school purposes or an educational function or disruptive to the educational environment.
- Unexcused absenteeism; however, the truancy statutes and Board policy will be utilized for chronic and habitual truants.
- Hazing - For purposes of this policy, the term “hazing” shall have the meaning set forth in Idaho Code.
- Initiations.
- The forging of any signature, or the making of any false entry, or the authorization of any document used or intended to be used in connection with the operation of the school.
- Harassment, intimidation, cyber bullying, or bullying as defined in Idaho Code and Charter School policy.

These grounds for disciplinary action apply whenever the student’s conduct is reasonably related to school or school activities, including, but not limited to:

- On, or within sight of, school grounds before, during, or after school hours or at any other time when the school is being used by a school group;
- Off school grounds at a school-sponsored activity, or event, or any activity or event which bears a reasonable relationship to school;
- Traveling to and from school or a school activity, function or event; or
- Anywhere, including off-campus, if the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, or an interference with the education environment.

### **Traditional Disciplinary Measures**

Traditional disciplinary measures include, but are not limited to:

- Expulsion;
- Suspension;
- Detention, including Saturdays;
- Clean-up duty;
- Loss of student privileges;
- Loss of bus privileges;
- Notification to juvenile authorities and/or police;
- Temporary removal from the classroom;
- Meeting with the student and the student's parents; and
- Restitution for damages to school property.

No person who is employed or engaged by the Charter School may inflict or cause to be inflicted corporal punishment on a student. Corporal punishment does not include, and Charter School personnel are permitted to use, reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense.

### **Alternative Disciplinary Measure**

Alternative disciplinary action 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.

Alternative discipline includes, but is not limited to:

- Reflective activities, such as requiring the student to write an essay about the student's misbehavior;
- Mediation when there is mutual conflict between peers, rather than one-way negative behavior;
- Counseling;
- Anger management;
- Health counseling or intervention;
- Mental health counseling;
- Participation in skills building and resolution activities, such as social-emotional cognitive skills building, resolution, and restorative conferencing;
- Diversion or use of juvenile specialty courts;
- Behavioral management plan;
- Corrective instruction or other relevant learning or service experience;
- Community service; and
- In- school detention or suspension, which may take place during lunchtime, after school or on weekends.

### **Consequences for Harassment, Intimidation, and Bullying**

Students engaging in harassment, intimidation, or bullying will be subject to graduated consequences appropriate to the severity of the violation as determined by the Board, school administrators, or designated personnel depending upon the level of discipline. Graduated consequences for bullying may include any of the above listed traditional or alternative disciplinary measures or a combination thereof in accordance with the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance.

However, depending upon the nature of the act, the Charter School reserves the right to deviate from the process of graduated consequences to appropriately address the conduct at issue and move directly to suspension or expulsion proceedings. Charter School personnel may also report the student's conduct to the appropriate law enforcement officials.

## Board Policy Attendance 3050

The process of education requires a regular continuity of instruction, classroom participation, learning experiences, and study in order to reach the goal of maximum educational benefits for each individual child. Regular contact of the students with one another in the classroom and their participation in instructional activities under the tutelage of a competent teacher are vital to this purpose. This is an established principle of education. The good that schools have to offer can only be presented to students who are in attendance. With continued emphasis regarding excellence in education, all parties involved in attendance can better strive for quality in the classroom. Attendance reflects a student's dependability and is a significant factor on the student's permanent record. Future employers are as much concerned about punctuality and dependability as they are about academic record. School success, scholarship, and job opportunity are greatly affected by a good attendance record.

The goals of this policy are to (1) empower students to have successful learning opportunity; (2) reduce classroom disruption, non-attendance, and other factors that inhibit teacher effectiveness and learning opportunities; (3) provide structure for attendance requirements; and (4) improve parental communication and support to promote student academic success.

### *3050.1 Definitions*

**Excused Absences/Tardies:** An excused absence or tardy includes only the following categories of absence or late arrival: school sponsored activity; absence due to illness or medical/dental treatment verified by a licensed health care practitioner; death in the family or close friends.

**Unexcused Absences/Tardies:** An unexcused absence or tardy includes any other absence or tardy not expressly included in Excused Absence.

### *3050.2 Attendance Requirements*

#### **MYP and IB Trimester Attendance Requirements**

##### **Absences Considered on an Individual Class Hour Basis**

Absences shall be recorded and evaluated on an individual class hour basis. Absence is defined as missing more than 25% of the class hour. For purposes of this policy, any failure to attend a specific class or instructional period shall constitute an absence for that particular class hour. The attendance requirements and associated consequences set forth herein shall apply independently to each class hour. Accumulation of absences in one or more individual class hours shall be subject to review and enforcement under the thresholds established in this policy. Students are required to attend all assigned class hours, and failure to do so may result in the loss of academic credit or imposition of other disciplinary measures, as applicable. Excessive unexcused absences will be addressed at the following intervals for each trimester:

##### **At 4 unexcused absences within a trimester:**

The school will send a letter and email to the parent(s)/guardian(s) notifying them of the student's absenteeism rate.

##### **At 6 unexcused absences within a trimester:**

The school will send a letter and email to the parent(s)/guardian(s) and will encourage parent(s)/guardian(s) to set up a meeting with their PBL teacher to determine the cause of absences and establish a plan to improve attendance. At this stage, there may be a Loss of Credit (LCA) designation, and the student may be assigned Friday School to make up lost seat time due to absences as determined by an attendance review committee.

##### **At 8 unexcused absences within a trimester:**

A letter and email will be sent, and parents/guardians must meet with the Principal within one week of receiving the notice. **At 9 unexcused absences within a trimester:** The school will send a letter and email to the parent(s)/guardian(s) informing them that if the student reaches 10 unexcused absences, they will be referred to truancy court and the Board of Directors for potential expulsion. At the discretion of the principal, a student may be referred to truancy court at 9 unexcused absences.

**At 10 unexcused absences within a trimester:**

The student will be reported to truancy court. The school will collect all documentation and send it to the Bonneville County Prosecutor. The student may also be referred to the Board of Directors for potential expulsion from the school due to habitual truancy, in accordance with Idaho Code §33-205.

**Board Policy Hazing, Harassment, Intimidation, Bullying, Cyber Bullying 3295**

The Board of Directors is committed to providing a positive and productive learning and working environment. Hazing, harassment, intimidation, cyber bullying, or bullying by students or third parties is strictly prohibited and shall not be tolerated in the Charter School. This includes actions on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists and actions at locations outside of those listed above that can be reasonably expected to materially and substantially interfere with or disrupt the educational environment of the school or impinge on the rights of other students at school.

The Board expects all students to treat each other with civility and respect and not to engage in behavior that is harmful to another student or the property of another student. The Board expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, and for the educational purpose underlying all school activities.

**Discipline**

Students whose behavior is found to be in violation of this policy will be subject to discipline and graduated consequences, up to and including expulsion consistent with the Board's policy on student discipline. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the Executive Director and/or Principal or Board. Students or third parties may also be referred to law enforcement officials.

**Notification**

Information on the Charter School's bullying policy and relevant procedures shall be provided in writing at the beginning of each school year to school personnel, parents, and students in the Charter School and included in student handbooks. Information provided to students shall be provided in a manner appropriate to the student's age, grade, and level of academic achievement.

**Board Policy Fire Drills and Evacuation Plans 8320**

The Board recognizes the importance of being prepared for emergencies and the role fire drills play in being prepared. The emergency evacuation drill trains staff and students and evaluates their efficiency and effectiveness in carrying out emergency evacuation procedures.

**Frequency**

Monthly fire drills are required for all occupants. The frequency shall be allowed to be modified in severe climates and the fire code official shall have the authority to modify the frequency.

**First Evacuation Drill**

The first evacuation drill of the school year must be completed within ten days of the beginning of classes.

**Time**

Fire drills shall be held at unexpected times and under varying conditions to simulate the unusual conditions that occur in case of fire. Emergency evacuation drills shall be conducted at different hours of the day or evening, during the changes of classes, when the school is at assembly, during the recess or P.E. periods, or during other times to avoid distinction between drills and actual fires.

### **Assembly Points**

Outdoor assembly areas shall be designated and shall be located a safe distance from the building being evacuated so as to avoid interference with fire department operations. The assembly areas shall be arranged to keep each class separate to provide accountability of all individuals.

### **Record Keeping**

Records shall be maintained of emergency evacuation drills and include:

1. Identity of the person conducting the drill;
2. Date and time of the drill;
3. Notification method used;
4. Staff members on duty and participating;
5. Number of occupants evacuated;
6. Special conditions simulated;
7. Problems encountered;
8. Weather conditions when occupants were evacuated; and
9. Time required to accomplish a complete evacuation.

### **Fire Safety and Fire Evacuation Plans**

Fire safety and evacuation plans, emergency procedures, and employee training programs shall be approved by the fire code official and be prepared and maintained by the school.

### **Fire Evacuation Plan**

The Charter School shall ensure the safety and health of students and staff by having in place at all times an emergency evacuation plan. The School will cooperate and coordinate with city, county, and State emergency personnel. The School shall review its emergency evacuation plan annually to determine whether the procedures in place require modification. The Plan will be posted in the School office as well as in every school building. The Plan will be provided to each staff member at the beginning of the school year. In addition, the School will educate parents and patrons in the School by providing periodic information regarding the Plan.

The fire evacuation plan must include:

1. Emergency egress or escape routes and whether evacuation of the building is to be complete or, where approved, by selected floors or areas only or with a defend-in-place response;
2. Procedures for employees who must remain to operate critical equipment before evacuating;
3. Procedures for accounting for employees and occupants after the evacuation has been completed;
4. Identification and assignment of personnel responsible for rescue or emergency medical aid;
5. The preferred and any alternative means of notifying occupants of a fire or emergency;
6. The preferred and any alternative means of reporting fires and other emergencies to the fire department or designated emergency response organization;
7. Identification and assignment of personnel who can be contacted for further information or explanation of duties under the plan; and
8. A description of the emergency voice or alarm communication system alert tone and preprogrammed voice messages, where provided.

### **Fire Safety Plans**

The fire safety plan must include:

1. The procedures for reporting a fire or other emergency;
2. The life safety strategy and procedures for notifying and evacuating occupants or for a defend-in-place response (if applicable);
3. Site plans indicating the following:
  - A. The occupancy assembly point;
  - B. The location of fire hydrants; and
  - C. The normal routes of fire department vehicle access

4. Floor plans identifying the locations of the following:

- A. Exits;
- B. Primary evacuation routes;
- C. Secondary evacuation routes;
- D. Accessible egress routes;
- E. Areas of refuge;
- F. Exterior areas for assisted rescue;
- G. Manual fire alarm boxes;
- H. Portable fire extinguishers;
- I. Occupant-use hose stations; and
- J. Fire alarm annunciators and controls.

5. A list of major fire hazards associated with the normal use and occupancy of the premises, including maintenance and housekeeping procedures;

6. Identification and assignment of personnel responsible for maintenance of systems and equipment installed to prevent or control fires; and

7. Identification and assignment of personnel responsible for maintenance, housekeeping, and controlling fuel hazard sources.

**In the Event of a Fire**

All incidents of unintentional fires will be reported to the Executive Director and/or Principal whether or not fire department response is required. The Executive Director and/or Principal will ensure that all their employees are aware of the location of fire extinguishers and fire alarm pull boxes in their work area(s). All employees should be made aware of emergency evacuation routes for their work area, the location of the fire exit windows, etc. Do not use any elevators in the event of a fire.

In the event of a fire:

1. Promptly direct the charge of the fire extinguisher toward the base of the flame. If an emergency exists, activate the building alarm and contact the Executive Director and/or Principal.
  - A. If a minor fire appears controllable, immediately contact, or direct someone in the area to contact, the Executive Director and/or Principal.
  - B. For large fires that do not appear controllable, immediately activate the building alarm and contact, or direct someone to contact the Executive Director and/or Principal. Close all doors while exiting the building to reduce oxygen and slow the spread of fire. Do not lock the doors!
2. Assist in the evacuation of the building. Smoke is the greatest danger in a fire, so be prepared to stay near the floor where the air will be less toxic.
3. If trapped on a second story or higher, hang an article of clothing out of the window to signal security officers. Anyone trapped in the room should remain close to the floor to avoid smoke.

During an evacuation, direct crowds away from fire hydrants and roadways, and clear sidewalks immediately adjacent to the building. Ask bystanders to assist in watching windows, doorways, etc. for persons who may be trapped inside. Do not attempt to rescue them. Notify fire department personnel.