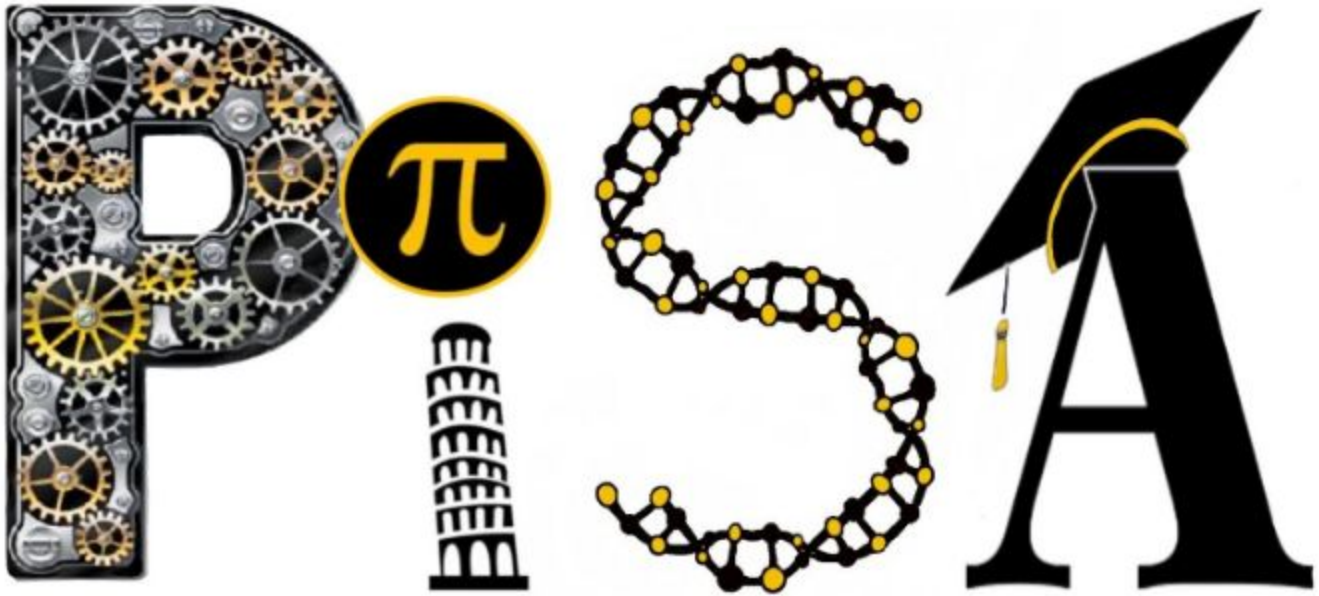


Please sign by _____ and return to the office

| | Parent Initial | Student Initial |
|--|----------------|-----------------|
| We have read and agree to the Student/Parent Handbook for Project Impact STEM Academy for school year 2018-2019. | | |
| We have read and agree to the Attendance and Tardy Policies for Project Impact STEM Academy. | | |
| We have read and agree to the Technology Use Policy for Project Impact STEM Academy and agree to follow all policies. | | |

Student Name _____



Project Impact STEM Academy

Student and Family Handbook
2018-2019

School Contact Information

Address: 2275 West Hubbard Road, Kuna, ID 83634

Phone: 208-576-4811

Email: office@pistem.org

School website: pistem.org

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Overview

School Mission

Project Impact STEM Academy will provide an **engaging, adaptive learning environment** through the use of **personalized** learning plans, **intentionally** integrated curriculum, mastery-based **progression**, and with **authentic** projects embedded in Science, Technology, Engineering and Math. In this environment, students will **gain confidence**, practice failure until it is no longer intimidating, and become invested in the **life-long** pursuit of **knowledge**.

Principles of the PiSA Experience

To achieve our mission, the following principles are the foundation of the decisions we make and the expectations we set for all members of our community.

- ***We develop personalized learners who have the skills, habits, and knowledge to reach their potential.*** To successfully achieve their goals, personalized learners demonstrate four characteristics and behaviors. Through PiSA's personalized learning experience, our students practice these behaviors and build these characteristics every day.
 - Personalized learners articulate their long-term goals and aspirations and connect those goals to their daily decisions, actions and behaviors.
 - Personalized learners are empowered as self-directed learners who develop habits, mindsets and behaviors that lead to academic and personal success.
 - Personalized learners engage in deep learning projects that prepare them for the future by engaging in real, authentic situations.
 - Personalized learners form strong relationships and contribute to multicultural communities in which they practice and model life skills and receive the feedback they need to grow and thrive.
- ***We build secure attachments within our close-knit, connected community.***
 - We believe that strong relationships among members of the PiSA community (students, families, faculty and administrators) support students in building the confidence to self-direct their learning. When students have secure attachments -- relationships that are consistent, promote a feeling of security, and establish a mutual bond of trust -- they are more prepared to engage in our rigorous program and to meet our high expectations. Our ability to build these secure attachments among all community members shapes our academic program and community culture.
- ***We build and maintain peace in our community through restorative practices.***
 - At PiSA, the physical and emotional well-being of our students is our number one priority. We work actively to build a community that is rooted in care and affection. We accept all individuals unconditionally, but we do not accept actions and behaviors that harm the community. When harm has been done, our restorative practices establish accountability, repair that harm, and prevent future misconduct while promoting respect and restoring relationships among all community members impacted. We help students learn from their mistakes so that they can be thoughtfully reintegrated into the community.
- ***We create a foundation of equity in our diverse community.***

- We believe that we all learn more when we are active participants in a multicultural and diverse community that expects and supports the success of all. Our student body purposefully reflects the full diversity of the community in which we are located. PiSA is a community that values multiple experiences, backgrounds, and perspectives. We implement community norms and practices both in and outside of the classroom that promote respect, understanding, and inclusion of our diverse community members and perspectives at our schools.
- **We focus on six core characteristics that prepare students for their long-term goals.**
 - PiSA is founded on six core characteristics: courage, curiosity, compassion, integrity, respect, and responsibility. We believe these attributes are necessary to build a strong community. We incorporate the core characteristics into the daily experience at PiSA as teachers and students alike point out examples and non-examples in the world and within our communities. We expect students to internalize, practice, and model these characteristics once they've graduated.

College Readiness and Contributing to Society at PiSA

To achieve our mission of preparing a diverse student population for success in college and to be thoughtful, contributing members of society, students engage with four elements of college readiness: cognitive skills, content knowledge, habits of success, and real-life experiences. Leading educational research, including the work of Dr. David Conley and the Educational Policy Improvement Center (EPIC), indicates that these four elements provide students the foundation they need to be successful in and graduate from a best-fit college. At PiSA, students engage with these elements in a personalized way, leading to deeper, more authentic learning.



Cognitive Skills

Cognitive skills are the higher-order thinking skills that students need to solve complex problems in and beyond college. They are skills such as *Asking Questions* and *Interpreting Data and Information*. The thirty six cognitive skills, which are listed in the appendix, are relevant throughout a lifetime of learning. They enable students to be successful in pursuing college academics, excelling in their choice of career, and tackling the known and unknown societal challenges that will face their generation.

Cognitive skills are taught, practiced, and assessed through project-based learning. Courses at PiSA are built around authentic, real-world projects where students solve complex problems, often in collaboration with their classmates. Teachers facilitate these projects and provide feedback to help students continually improve their cognitive skills.

Because these skills are truly interdisciplinary and also continue to develop over time, PiSA defines and assesses cognitive skills based on one common rubric across all grade levels and subject areas. We use this common tool, which we developed with top researchers at Stanford University and elsewhere, so that students can see the connections between their classes and track their growth in these skills across all years at PiSA.

For more information about cognitive skills, refer to the “Project Time” section, in which the student classroom experience is described in more detail, and the “Grading Policy” section, in which assessment and grading are described in more detail.

Content Knowledge

Content knowledge is the set of facts and information that is fundamental to understanding the world around us. Students learn content in different ways and at different speeds. At PiSA, students have access to a wide variety of resources to help them learn relevant content. PiSA teachers curate these resources and organize them into online playlists that introduce each topic and link to videos, slideshows, websites, readings, and practice worksheets. Students engage with these resources and choose the best ones to help them learn both at school and at home.

Content is assessed through online, on-demand, multiple-choice content assessments. When a student believes s/he has mastered a topic, s/he can request to take a content assessment as long as s/he is in an appropriate testing environment. The assessment is graded instantly by the computer. Students decide which content they study, whether to try again if they haven't passed it, and whether to attempt different content assessments.

For more information about content, read the “Personalized Learning Time (PLT)” section to understand what this looks like in a PiSA classroom and “Grading Policy” section to understand how these assessments count towards a grade.

Habits of Success

Habits of Success describe the ways we interact with our work and community. Success in college and beyond requires that students develop their emotional intelligence (e.g. self-awareness), interpersonal skills, and empathy. Success also requires students to develop ambitious goals, shift strategies when they're not on track to meet them, and persist through difficulties. Students also need to learn time management, note-taking, and studying skills to become strong learners. Students must also believe in themselves and that hard work will help them get better. Development of these habits allows students at PiSA to consistently practice a self-directed learning cycle in which they set a goal, create a plan to achieve that goal, learn new information, show their learning, and reflect on the process.

Habits of Success are addressed daily in all classes at PiSA, in communication between the student and his/her mentor and most directly in the student's Mentor House. This course allows students to engage in reflections, discussions, and activities facilitated by the Mentor Teacher, who helps them build their habits.

Given the personal nature of a student's habits, Habits of Success are assessed by the students themselves and their mentor, who supports students in reaching their goals and building Habits of Success. Throughout the year, students will take self-assessment surveys on their emotional intelligence, as well as as their mindsets and feelings at various stages of their learning process. Mentors, teachers, families, and peers will also provide feedback. Students and mentors meet 1:1 each week, and the student's mentor will use the student assessments to inform how to best coach the student on building the mindsets, study skills, and emotional intelligence needed to meet that student's goals.

For more information about Habits of Success, see the “Habits, Culture, and Community Class” section to understand what this looks like in a classroom, or “One-to-one Check Ins” to understand more about the mentor check-ins.

Experiences

Real-world experiences help students connect what they learn in classrooms -- skills, knowledge, and behaviors -- to potential passions, career paths, and life experiences outside of school. After they graduate from PiSA, students will apply what they have learned to new contexts in college, career, and life. Providing real-world experiences prepares students for different environments in the future and helps them understand themselves. We provide students real-life experiences through our Deep Dive elective courses, academic projects based on real-life scenarios, off-campus trips, and extracurricular activities.

For more information about real-life experiences, see the sections entitled “Deep Dive” and “Athletics and Extracurricular Activities.”

The Personalized Learning Plan (PLP)

The Personalized Learning Plan (PLP) is a dynamic analog and online dashboard for students to set goals, track their progress, and direct their own learning by accessing the resources that make up the PiSA curriculum. It is the platform used at PiSA every day by students, teachers and families. The K-3 students will use a composite physical and online PLP while the 4-12 students will use a full online PLP.

In addition to being a tool for students to direct their own learning, the PLP is the primary way we communicate a student’s academic progress with their family. When a parent logs in to the PLP using their own account, they see the same information that students, mentors, and teachers see. Parents can view detailed information about their child’s projects and content assessments as well as up-to-date information about their overall grades.

For more information about how parents can use the PLP to support their student’s academic success, see the section titled “Family and School Academic Partnerships.” For more information about grades, see the section titled “Grading Policy.”

The PiSA Team

PiSA has a high quality faculty collaborating to achieve our common mission and build the culture and community that defines our school. Please see the section titled “Communication” to learn about communicating with us.

Roles and Responsibilities

As a team, the PiSA faculty collaborates to build school culture and the supports needed to meet our goals. The following gives an overview of the roles and responsibilities of the various members of the faculty that support all PiSA students and families.

Director of Education

As the educational leader, the Director of Education leads the vision and culture for the school. These roles support students in building secure attachments, achieving academic success, and college readiness. The Director of Education supports high performing faculty with instructional leadership, professional development, and active coaching. The Director of Education ensures that the vision of the school is carried out through effective academic programs that meet the mission of college and career readiness and strong community.

Director of Operations :

The Director of Operations oversees the front office and works alongside the Director of Education to ensure the school is running smoothly every day. The Director of Operations is responsible for the business management of the school including budget and financials, State and Authorizer reporting, transportation, school attendance and the daily meals program. The Director of Operations ensures that the vision of the school is carried out through effective business programs that meet the mission of college and career readiness and strong community.

Office Assistant

The Office Assistant greets students, families, and other campus visitors at the front desk and creates a warm, welcoming, and organized environment. In addition to answering phones and emails and responding to inquiries, the Office Assistant helps with attendance and daily meal service. The Office Assistant is also responsible for sending and receiving mail, distributing school supplies, and making sure office equipment is in working order.

Special Education Director:

The Special Education Director is responsible for providing specialized instruction in the Learning Center as well as developing and implementing Individualized Education Plans (IEPs) for a caseload of students. The Special Education Director plans and implements targeted and effective instruction designed to address IEP goals. They track student progress and build instructional plans. The Learning Center is offered in place of Personalized Learning Time for students with IEPs and, therefore, the Special Education Director supports students in developing habits of success and mastering content objectives. The Special Education Director ensures students receive the supports, accommodations, and/or modifications outlined in each student's IEP. They consult with general education teachers to adjust core curriculum, instruction, and assessment to meet the unique learning needs and styles of a caseload of students. To identify these needs, the Special Education Director collaborates with teachers, mentors, related service providers, and parents to collect information and monitor student progress. With this information they lead the IEP development of each student they support including the coordination and facilitation of IEP meetings.

Project Teacher:

Project Teachers teach students during project time. They develop unit plans and lessons to support students in completing projects and building cognitive skills. During project time, they ensure that all students are engaged as productive members of the class. Project Teachers are also responsible for giving students feedback on their work before a project is due and after the final product is submitted. They report grades on each cognitive skill. During instruction, Project Teachers use a variety of strategies to support and motivate students including preparing student-directed activities, whole-group instruction, small-group interventions, and individual conferences. Project Teachers use their knowledge of each student, of the projects they are teaching, and of the content and skills embedded in the projects to choose the right strategy for all students.

Tutor:

The Tutor has two primary roles. First, s/he teaches Personalized Learning Time (PLT) and supports students in developing important academic habits and mindsets, while also providing support for students in developing study skills and content knowledge. Tutors also work with small groups of students before and/or after school to support students' academic success.

Mentor:

Project Teachers, the Special Education Director, and Tutors serve as a Mentor for a group of students in a specific grade range. Their role is to be an advocate for each member of their mentor group. They are the primary contact for families whenever they have questions about their child's progress or concerns about the support they are getting. The Mentor also has a responsibility to meet with every student in their group on a weekly basis, typically on Fridays.

During these weekly meetings, the Mentor helps students reflect on past progress, set goals for the future, and work through any obstacles that may get in the way of the student reaching their goals. The final responsibility of the Mentor is to build a culture within the mentor group where everyone supports each other and motivates each other to be their best.

Schedule and expectations

Achieving PiSA's mission and vision requires hard work and collaboration every day. We design student schedules to provide each community member the opportunity and support they need to work towards their goals. This section details the values and principles that drive each moment of the day as well as the expectations for all participants. We believe that it is an essential part of forming secure relationships and setting up every community member for success to clearly articulate what is expected of students and why we expect that of them. Building the culture that we want to have at PiSA starts with laying out what our expectations mean and how they tie together.

In order to maximize each component of the academic model, we have established principles (values we use to drive our behaviors) and expectations (the things we expect to see) which are described below. Teachers will have more specific expectations for their classes that they will share with their students at the beginning of the academic year.

Expectations to Maintain a Safe Community

Principle: All community members are physically safe.

Expectations:

- We know where every member of the community is at all times.
 - Students arrive to school early and are seated in their Community House on time.
 - Students follow their assigned schedule at all times. They show up early to arrive on time.
 - Students take responsibility for knowing where they are supposed to be at all times.
 - If students have questions about their schedules, they ask for help at the front desk proactively in a way that avoids missing class time.
 - If students must leave their assigned location, they ask for and wait for permission from the faculty member in charge of supervising them.
 - While on campus, students stay in supervised, allowed locations.
 - Students stay on campus until they are dismissed at the end of the day.
 - On their way to and from school, students make sure their parents know where they are at all times.
- We respect the physical boundaries of others.
 - Students engage in respectful, school-appropriate physical contact (handshakes, high-fives, etc).
 - Students ask for and wait for permission before touching the personal property of others.

Principle: All community members are emotionally safe.

Expectations:

- We build understanding and empathy among all members of the community.
 - Students interact with a diverse set of peers.
 - Students ask appropriate questions that deepen knowledge of others' backgrounds and interests.
 - Students seek to understand the perspectives of others.
 - Students think about how their actions will affect others before they act.
- We respect the differences of others.
 - Students use respectful and school-appropriate language.
- We support each other and leave no Dino behind.
 - Students go out of their way to be kind to others.
 - Students actively look to see if a peer is struggling and help them however they can.
 - Students alert a faculty member if someone needs more intensive help.

Expectations to Engage in Learning

Principle: The focus is on learning.

Expectations:

- Students arrive prepared with the appropriate materials and ready to learn.
- Students follow the directions of the teacher or the adult leading the class promptly and respectfully.
- Students maintain a productive working environment and follow norms for volume and collaboration.
- Students stay on task and encourage their peers to stay on task.
- Students use technology appropriately and responsibly for academic purposes.
- Students avoid or ignore distractions.

Principle: Students practice self-directed learning.

Expectations:

- Students actively use the PLP tool to guide their personalized learning.
- Students set and are aware of appropriate short-term goals. They can explain the purpose of the task they are working on and how it contributes to their personal long-term goals.
- Students seek help. If they have tried to answer a question themselves and are still stuck, they follow the norms of the class and ask for help from peers, the teacher, or other resources as appropriate.
- Students reflect on their progress and adjust their goals, plans, and learning strategies when necessary.

Principle: Each class is a community of learners.

Expectations:

- Students see the classroom as a safe haven from which they can take interpersonal and academic risks knowing that there is a community of supporters who will provide comfort and feedback. Learning is inherently a communal experience, and our classrooms are places where we create a community of learners.
 - Students express words of encouragement to their classmates.
 - When peers are struggling, students help them with their question by attempting to answer or helping find resources or support (when appropriate).

Calendar and Bell Schedule

A yearly school calendar can be found in the appendix below. PiSA also publishes an up-to-date events calendar on our website at pistem.org. For more information about how to learn about important dates and events, see the section titled “Communication.”

Every moment of the day at PiSA is designed to help us meet our mission and build the school community. There are distinct learning models built into our schedule over the course of the year. Each of the elements of the day is described in more detail below, including the values behind that part of the day and the expectations we have for students during that time.

Project Time

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| WHAT | Project Time is when students engage in deep learning experiences in Literacy/ Humanities, Numeracy/Math, Science, and other core classes. Project time is a class that challenges students to build and apply cognitive skills by participating in collaborative activities and completing projects. |
| WHEN | Project Time happens during most of the blocks Monday through Thursday. |
| WHO | A student has project time with a mix of other students who are mostly in their grade. Project Time classes have an average of 25 students. Project time is led by a project time teacher. |
| WHY | Cognitive skills are one of the four elements of college readiness. Students develop these skills best when they have the time to engage in rich, authentic projects while collaborating with a diverse group of peers and receiving direct support, coaching, and feedback from a project time teacher. |
| | In addition to meeting our expectations to maintain a safe community and our expectations to engage in learning that are described above, students in project time are expected to do the following. <ul style="list-style-type: none">● During independent work, students attempt problems, learn difficult material, and build self-reliance skills that will be critical for student success in the future. In Project Time, students are expected to monitor their own progress, set a goal for what they will |

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| HOW | <p>accomplish by the end of the period, and be able to explain if they are on track with their goals.</p> <ul style="list-style-type: none"> • During group work, students work in heterogeneous groups. In any field, context, or job, people are expected to be able to collaborate, mediate issues, and join together to achieve joint objectives. In Project Time, students monitor their own progress and make sure that all students are actively engaged and participating. Students are also expected to keep each other on task in a respectful way and support each other whenever possible. • During whole-group learning experiences, students find strategies to stay engaged and show their colleagues they are participating, which is an important part of being part of a community. <p>In Project Time, students are expected to monitor their own progress and to listen attentively by:</p> <ul style="list-style-type: none"> • sitting or standing facing the person speaking • making eye contact • speaking in turn • asking questions to probe or push the conversation • providing answers when necessary • After getting feedback from the teacher or peers, students can request revisions from their teacher either in the PLP, in person, or over email. Revision opportunities provide students with another opportunity to build mastery of cognitive skills and help improve the overall quality of their work. Teachers will typically provide an authentic opportunity for students to revise and a timeline with which to complete the revisions. • When absent, students will visit the PLP before returning to school to stay informed of work and expectations within their classes. They will email classmates or their teacher if additional support is needed to understand specific coursework so that they can complete all activities to the highest of their capabilities. |
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Personalized Learning Time (PLT)

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| WHAT | <p>Personalized Learning Time (PLT) is a time for students to work towards their own individual goals by following the self-directed learning cycle of setting goals, planning their process, learning new information, showing their learning and reflecting on the process. The primary purpose of PLT is for students to practice strategies that support this cycle. Students in PLT engage with physical and online playlists, selecting and processing resources to help them learn the objectives of each focus area. When they are doing PLT in school, students use this time to request content assessments and demonstrate their content mastery in a testing environment supervised by a faculty member.</p> |
| WHEN | <p>Students have PLT in 45 or 90 minute blocks during the week between Monday and Thursday. Depending on the other courses they are taking, most students have between 4 and 7 hours of PLT per week between Monday and Thursday. Students have PLT for the majority of each Friday.</p> <p>Students are expected to engage in PLT outside of school hours. Students are expected to spend a minimum amount of time on school work outside of official school hours. Toward the end of high school, the hours may increase given the demands of the college application process.</p> |
| WHO | <p>Between Monday and Thursday, a student has PLT with a diverse group of an average of 25 peers. PLT between Monday and Thursday is usually led by a Tutor.</p> <p>On Friday, a student has PLT with their Mentor and mentor group.</p> <p>Outside of school hours, a student may engage in PLT individually or collaboratively with peers.</p> |

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| WHY | <p>Content knowledge is one of the four elements of college readiness. PLT is the opportunity for students to develop their content knowledge. Because the time is personalized, students are able to accelerate or take more time and focus on learning the content that is most appropriate for them in a way that best fits their learning style.</p> <p>PLT also provides students with an authentic opportunity to practice self-directed learning and prepares them for success in a best-fit college and a future in which they design a personalized path toward their goals. Using extended opportunities to plan one's time facilitates the development of habits that can be used in various contexts throughout life.</p> |
| HOW | <p>In addition to meeting our expectations to maintain a safe community and our expectations to engage in learning that are described above, students in PLT are expected to do each of the following:</p> <ul style="list-style-type: none"> ● Students work toward the week-long goals they set with their mentor during their check-in. ● Students use specific learning strategies and produce evidence of learning (notes, etc). ● Students follow the appropriate procedure to request and take content assessments (CAs). <ul style="list-style-type: none"> ○ Students taking CAs are silent. ○ Students taking CAs do not communicate with anyone. ○ Students taking CAs do not use resources beyond what is allowed. ● Outside of school, students respect the take-home computer program. |

House Time

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| WHAT | <p>During House Time, students engage in projects, discussions, and activities to develop their habits of success, build a positive school culture, and strengthen the PiSA community.</p> <p>Mentors facilitate House Time and lead activities and discussions in a variety of ways. They may facilitate Socratic seminars, in which students share and debate opinions to a specific question so that the group can learn from each other and further explore their own beliefs or they may create engaging games to build authentic and meaningful relationships among the group.</p> |
| WHEN | Every student has House Time twice daily, with an extended House Time on Mentor Days. |
| WHO | A student has House Time with their mentor group. House Time class is led by their Mentor. |
| WHY | <p>Habits of Success are one of the four elements of college readiness. House Times a consistent place for students to reflect on and practice their habits in a way that will ensure that they are consistently growing and becoming the strongest students they can be before they transition to college.</p> <p>We also believe that to create a culture where all students feel safe and are actively engaged, we must intentionally create experiences where students understand each other and learn to respect differences. House Time is a time to strengthen those community bonds and build a culture in which every student feels welcomed and known.</p> |
| HOW | In House Time students are expected to meet our expectations to maintain a safe community and our expectations to engage in learning that are described above. |

One-to-one Mentor Check-ins

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| WHAT | Every student has a regular, one-to-one check-in with his/her mentor. During this check-in, the mentor engages with the student by strengthening their relationship and coaching him/her through the self-directed learning cycle. The student reflects on the previous week, sets goals for the following week, discusses how these short-term goals align with his/her long-term goals, and makes a specific plan for how s/he will achieve the short-term goal. |
| WHEN | One-to-one check-ins happen on Fridays. For the most part, each student will have 10 minutes with their mentor on this day. Each mentor will schedule the student's check-in over the course of the day as appropriate, and may adjust the frequency or duration of the check-in if needed. |
| WHO | The check-in is between the student and his/her mentor. |
| WHY | One of the most important values that we have at PiSA is that every student has the chance to build and practice maintaining secure attachments with other students and teachers. |
| HOW | <p>In addition to meeting our expectations to maintain a safe community and our expectations to engage in learning that are described above, students in mentor check-ins are expected to do each of the following:</p> <ul style="list-style-type: none"> ● Students prepare for 1:1 check-ins by reflecting on their goals from the previous week and how they progress toward them. ● Students and mentors create a meeting plan and common format for their check-ins. ● Students communicate what successes and struggles they faced and articulate the support they need. ● Students keep track of their action steps and goals from mentor conversations. ● Students articulate anything standing in the way of them being their best selves. |

Deep Dives

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| WHAT | Deep Dives describes the immersive, elective experiences that PiSA students participate in. Deep Dive courses allow students to explore their passions and discover ways in which they can apply knowledge, skills and habits of success to real-world problems. |
| WHEN | Deep Dives courses happen each year in four intervals of two-weeks each. The School Calendar reflects when Deep Dives takes place. |
| WHO | A student takes Deep Dive courses with peers at their school who have chosen the same course. Deep Dive classes are led by PiSA teachers. |
| WHY | Real-life experiences are one of the four elements of college readiness. According to research done at Carnegie Mellon University, students who are connected to a personal passion graduate with clarity about the direction for their future. This clarity facilitates students making informed choices about their "best fit" colleges based on an understanding of the course of study for possible careers and lifelong interests. Students who have had these Deep Dive experiences begin college with career goals in mind connected to their passion. They can immediately apply their decision-making and self-direction skills to set and achieve goals that are connected to working towards that career. Finally, students who are connected to their passion will be more likely to lead meaningful and happy lives both inside and outside the classroom. |

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| HOW | In Deep Dive classes, students are expected to meet our expectations to maintain a safe community and our expectations to engage in learning |
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Learning Center

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| WHAT | Learning Center (LC) is a time to provide special education services as required to meet a student's Individualized Education Plan (IEP). It is a structured learning environment available to support the students' academic, social, emotional and behavioral needs. The Learning Center serves as a student's PLT whenever they are not engaged in IEP goal-directed learning. |
| WHEN | The frequency and duration of Learning Center is defined by a student's IEP. To minimize the disruption of carving out time to provide special education services, Learning Center replaces the students PLT. |
| WHO | Students receive Learning Center only if it is prescribed in their IEP. Students are grouped with a small number of peers. The class is led by an Education Specialist. |
| WHY | Students who have special needs require specialized support that can be best provided in a small setting with a teacher who is trained to help them on their IEP goals. |
| HOW | In addition to meeting our expectations to maintain a safe community and our expectations to engage in learning that are described above, students in Learning Center must meet the following expectations: <ul style="list-style-type: none"> • Students engage in teacher-directed learning experiences designed to address their unique IEP goals when appropriate. • When not engaged directly with a teacher, students follow the expectations of PLT. |

Extracurricular Activities

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| WHAT | Extracurricular Activities are opportunities for students to pursue additional passions, engage in real-world experiences, and deepen relationships. |
| WHEN | Extracurricular Activities happen before, during and after the typical school day. Each club has its own schedule, and these schedules are usually published at the beginning of the academic year. |
| WHO | Extracurricular Activities are open to all students who are in good academic standing. At PiSA, participation in Athletics and Extra-curricular Activities requires staying on track in all classes |
| WHY | We promote opportunities for students to deepen their community connections by engaging with their peers in various activities including clubs and athletic teams. At PiSA we offer various clubs and a clear process for students to start clubs based on their interests if they do not already exist. We encourage students to seek out local athletic teams to join. |

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| HOW | <ul style="list-style-type: none"> ● Students connect with other students and build relationships. <ul style="list-style-type: none"> ○ Student clubs have the opportunity to meet, are open to all students who are interested, and are purposeful and planned. ○ Students come prepared with the appropriate materials as explained by their coaches. ○ Students leave practice on time so that they are on time to their first period. ○ Students bring their own food to school if they need it before class begins. ● All students have all appropriate paperwork filled out, including medical documentation. ● All student expectations are in place at practice and on trips as they are during courses on campus. |
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Unstructured Times - Arrival, Brunch, Lunch, Dismissal, Afternoons, and Transitions

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| WHAT | Students make their way through and around the school each day as they arrive, transition among classes, eat, stay for after school activities, travel to Deep Dive courses, and prepare to head home. |
| WHEN | At PiSA we expect students to manage themselves and each other at all transitions throughout the day and during unstructured times before and after school. |
| WHO | The full PiSA community engages in unstructured times throughout the day. |
| WHY | At PiSA, providing structured times and ways for students to build meaningful relationships with the people around them and build community is a foundational part of the student experience. We also know that much of those relationships are built in organic and unstructured ways when students are able to have fun together, work towards similar goals, and bond over similar interests. Unstructured times are opportunities for students to build and maintain strong connections with each other. |
| HOW | <p>Students are safe.</p> <ul style="list-style-type: none"> ● Students stay on campus once they have arrived until they are dismissed from school. <ul style="list-style-type: none"> ○ Students come directly on campus from home regardless of the mode of transportation. ○ Students may be in any open space on the campus that is easily visible from any of the classrooms. ○ Students may be in any classroom where a teacher is present. ○ If driven, students stay on campus until their ride is here to pick them up. ○ If taking public transportation, students walk to transportation hubs, and if possible, in groups to promote safety. ○ If riding a bike, skateboard, or rollerblades, then students must walk off the campus before beginning to ride home. ● In between classes, students walk directly to their next destination without detours or significant delays. <ul style="list-style-type: none"> ○ When moving in the school, students are walking and are speaking at a conversational volume level. ○ When students are in common areas outside of scheduled passing or break periods, they will receive verbal reminders to arrive to their next class quickly and safely. Students are expected to go directly to their next class. ○ Students may only be in rooms where a teacher is present. <p>All students' basic needs are being met.</p> <ul style="list-style-type: none"> ● Students can pay for the school lunch through a My School Bucks account, but payment is to be arranged before the day of service. |

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| | <ul style="list-style-type: none">○ Families may contact the school's front desk to learn more about the meals program and payment options. |
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Field Trips

Field trips may be conducted throughout the school year and will correlate with students' educational experiences in the classroom. To help make this activity worthwhile and positive for our students the following rules prevail:

1. Parents must sign a field trip permission form for each field trip. The parent's signature acknowledges that the parents are aware that their child may participate in the field trip and grants parental permission.
2. Parents will be notified by their child's teacher prior to taking a class field trip.
3. Parents have the right to deny participation.
4. The school reserves the right to deny individual student participation in a field trip due to the student's record of misconduct.

The teacher will contact you if help is needed and may invite you to help chaperone students on a particular field trip. Please remember that field trips are for your school-aged child and not your pre-school age children. Please make other arrangements for them, if you plan to help chaperone students on a field trip. Parents would be responsible for their own transportation.

No child will be denied the opportunity to go on a field trip because of its cost. If your child needs financial assistance in order to participate in a field trip or other school activity, please contact your child's teacher or school office.

Recess

Except during inclement weather, students are expected to be outdoors at recess. It may be necessary, on occasion, for students to stay in for health reasons. A parent's written request is needed for a child to remain inside at recess; and a doctor's excuse will be expected if a student needs to stay in for an extended amount of time.

Appropriate clothing and shoes should be worn for outside activities. Students should wear appropriate clothing for outside activities according to the season and weather. Secure footwear must be worn to play at recess and for P.E.. For safety reasons, flip-flops are discouraged. Students wearing flip-flops may not climb recess equipment or participate in sporting games such as kickball, soccer, basketball and football.

Recess rules need to be obeyed at all times. Indoor recess will be held on days of inclement weather. Students are expected to follow the classroom rules during this time.

Playground Behavior

The City of Kuna has allowed our school to use Arbor Ridge Park as our recess playground until our own structures have been developed. We ask all students to be respectful and take care of the equipment as if it is our own. A release form will be sent out to parents at the beginning of the year to allow the student to use Arbor Ridge Park as their playground. There will be a section on the form to opt out from using the park and other accommodations will be provided.

Specific behaviors are necessary to provide a safe environment on the playground. These guidelines are shared with all students and will be reinforced by the playground supervisors. If students choose inappropriate behavior on the playground, specific consequences may occur.

Playground Rules:

- Excellent sportsmanship is expected from all students during games played at recess and during P.E.
- Students will follow the directions of all teachers and supervisors
- Students will respect games-in-play by walking around, not through the activity
- Students will play only in designated, supervised areas
- Students will notify teachers/supervisors when play equipment needs to be retrieved from an out of play area (over the fence into the street, on the roof, etc.); students are not allowed out of the designated play areas

- Students are to *Stop, Look and Listen* when the teacher/supervisor whistles and respond to any directions given after the whistle
- Students must use the play equipment responsibly (feet-first on slides, one student at a time, etc.)
- Toys from home are not permitted on the playground

Fitness

Students are expected to participate in Physical Education (P.E.), gym classes, etc.. In order to be excused from these classes, students must provide written notification, including the reason for the excuse and the duration of the excuse by the parent, guardian, or a medical doctor. If the student needs to be excused from wellness for more than two (2) days, a doctor's statement will be necessary.

Busing Information

We will be using Brown Bus Company for our busing needs. As always our main concern is your child's safety. To help accomplish this all students are expected to follow the BUS SAFETY RULES. These rules are essential to keeping each child safe and to reducing the distraction to the bus driver. It also helps to ensure that your child has a pleasant ride, anytime they ride the bus.

Brown Bus SAFETY Rules:

Swearing or obscene language is not acceptable.

Always remain seated.

Follow drivers directions the first time.

Everyone will be held responsible for their actions.

Treat equipment and others with respect.

You must keep your hands to yourself and inside the bus.

Each student is required to ride their designated bus to and from school. Your child must have a written permission slip to ride a different bus home or to get off the bus at a bus stop that is not their regular designated bus stop. Permission slip forms can be obtained from the bus driver or from the school office.

Rules at the Bus Stop

1. Stay away from the street, road, or highway when waiting for the bus. Line up at least three feet away from the street in an orderly fashion and wait until the bus stops before boarding.
2. Respect the property of others while waiting at your bus stop.
3. Keep your arms, legs and belongings to yourself.
4. Do not use offensive or foul language.
5. Avoid standing in and blocking sidewalks and driveways.
6. No pushing, fighting, harassment, intimidation, or horseplay.
7. Do not run to the curb when the bus comes. Stay back until the bus is actually stopped. (A push at the middle or end of the line can send the front person into the bus or under its wheels.)
8. Older students should be helpful to younger ones.

Family Involvement

Vision

Parents and faculty are partners in helping our students achieve their educational goals as well as enhance the success of our school. We strive to create a community in which parents are inspired and equipped with the knowledge and skills to support the success of their children, our community, and our school. Our school

provides opportunities for parents to learn about our school, their child's experience and academic progress, and ways to support their child's academic success at home. We also provide opportunities for parents to share feedback, contribute to the school community, strengthen relationships among families and faculty, and help improve our school.

Visitors

We welcome and encourage volunteers and visitors to our schools. Parents are considered visitors during the school day. As a safety measure, everyone must enter and exit through the main doors during school hours. All other doors will remain locked throughout the school day.

All guests are required to report directly to the office where they will sign in, present their driver's license, and will be given a visitor badge to wear during the duration of their visit.

The following standards are required of all visitors:

- Visitors must wear a visitor badge during their stay.
- Visitors must check in at the office prior to visiting the school playground.
- To avoid instructional interruptions, we ask that parents arrange classroom visits and volunteer opportunities with the teacher or administrator prior to the day of the visit.
- Parents wishing to pick up their child(ren) from school prior to regular dismissal time must come to the office. An office staff member will call your child to the office and ask you to sign him/her out.
- Only adults listed as parents / guardians will be allowed to pick up a child. If a different adult will pick up a child, the child's parent/guardian must provide a signed note, email or verbal agreement.

Lost and Found

At times, a student may bring personal property to school to share with friends or to use in the classroom. The school assumes no responsibility for any personal property brought to school. Any item found will be placed in the Lost and Found which is located in the office. Unclaimed items are given to charity at the end of each semester.

Parents are encouraged to clearly mark their children's coats, rainwear, sweaters, hats, gloves, boots, lunch boxes, backpacks, and other personal items so that they may be easily identified and may be easily returned if they are, in fact, misplaced.

Medication Usage

Medication will be administered only when the student's health requires that it be given during school hours. It is the legal caregiver's responsibility to bring the medication to school in the original container with the original pharmacy label. Please ask the pharmacy to put prescription medication in two bottles completely labeled – one for home and one for school. All non-prescription medication must be brought to school in the original manufacturer's labeled container with the child's name affixed to the container. No medications can be dispensed when provided in envelopes, plastic bags, etc. No more than one month's supply of medication should be brought to school.

When a student must take prescribed medication during the school day, the following guidelines are to be observed:

- A. A medication permission form and/or authorization form must be completed and filed with the office before the student will be allowed to begin taking any medication during school hours. (Prescribed or "Over the Counter" medications)
- B. A parent release for the administration of medication.
- C. The parent/guardian is responsible for instructing their child to take the medication at the prescribed time and the student has the responsibility of presenting himself/herself to the designated staff member in charge of administering their medication.
- D. Students with the appropriate documentation from a physician will be permitted to carry their own inhalers. This must be indicated on the medication permission form and/or the authorization form that is filed in the office.

No medication will be administered without a completed form with the exception of Ibuprofen, Acetaminophen and Cough Drop if you gave us permission through the registration form to administer if needed without contacting you first.

Contacting Your Child During School Hours

Students are allowed to use cell phones during the day, but are not allowed to answer texts or to answer personal calls during their lessons. If you need to contact your child during the school day, please call your school's office so the staff can relay any messages. This allows the office to be aware of any changes to your child's regular school day and/or end of day transportation. It is important that you contact your child's school before 2 p.m. if there are changes to your child's normal after school routine that affects their mode of transportation. Please do not email teachers with end of the day messages as they may not be received on time.

Alma

Our teachers and staff will be using Alma Student Information System for all of our grading, attendance and parent portal needs. Through the parent portal, parents will be able to message their student's teachers and administration, view the school calendar and view their students profile which includes their attendance, grades, assignments and report cards. Parents may access their account by going to pistem.getalma.com.

Media

We will be using social media much throughout the school year as a resource for the children to learn and use. We will occasionally be posting photos of school activities on our social media pages. If you wish for your child to not be posted on these pages, please inform the office staff.

School Closures

All students, parents, and school employees should assume that school will be in session and buses running as scheduled unless there is official notification from the Administrative Team to the contrary. Such notice will be given via public media. School may operate on a late schedule if emergency conditions are temporary, or, may be dismissed early in the day if emergency conditions develop. The radio stations will be notified of any of these conditions and requested to announce them to the community.

In the event that extremely cold temperatures, wind chill factors, snow, wind, or other circumstances require a modification of the normal routine, the Administrative Team will make the modification decision prior to 6:00 AM, contact the public radio stations for broadcast to the community, and initiate the emergency fan-out communication procedure to all administrators.

Details regarding PiSA's School Closure can be seen in Policy 2210P : School Closure

Communications

An essential ingredient to building a partnership between parents and the school is proactive, transparent, clear, and direct two-way communications. We believe it is important that families can easily reach our faculty, and that we inform families about their child's school experience and performance, as well as our school's activities and community. This allows for everyone to work together to support our students and school.

Who Families Should Contact and How

We believe communication is facilitated by clarity and timeliness. We take your communications seriously, and we respond to concerns and questions within 48 hours. We also expect that we will be able to reach out to families and receive a similarly quick and direct response.

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| If you have a question, concern, or feedback about... | You should contact... | By... |
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| <ul style="list-style-type: none"> • General inquiries • Student attendance • Parent communications | Office Assistant | Calling 208-576-4811 emailing office@pistem.org, or coming to school between the hours of 8:00am - 4:00pm |
| <ul style="list-style-type: none"> • Transportation • Meal program or meal balances • Student enrollment • Transcripts and registrar • Parent volunteering | Director of Operations | Email. See Directory for email addresses. |
| <ul style="list-style-type: none"> • Performance in academic classes • Student health, behavior, wellbeing • Parent PLP | Your child's mentor | Email. See Directory for email addresses. |
| <ul style="list-style-type: none"> • Questions about course content | Your child's teacher | Email. See Directory for email addresses. |
| <ul style="list-style-type: none"> • Individual Education Plan (IEP) | Special Education Director | Email. See Directory for email addresses. |
| <ul style="list-style-type: none"> • 504 Accommodation Plan | Special Education Director | Email. See Directory for email addresses. |
| <ul style="list-style-type: none"> • Referrals for Special Education or 504 Accommodations Plan | Special Education Director | Email. See Directory for email addresses. |
| <ul style="list-style-type: none"> • College application process | Director of Education | Email. See Directory for email addresses. |
| <ul style="list-style-type: none"> • Overall student or parent experience • School culture and community • Academic model • Disciplinary situations • Faculty members | Director of Education | Email. See Directory for email addresses. |

How Our School will Communicate to Families

We want to ensure families have multiple touchpoints to stay informed about their child and our school and to feel connected to our community. To communicate to families both about their child and our school, we will provide or send information to families through multiple communication channels.

| Communication Channel | Provides information on.... | Who Receives Information |
|-----------------------|--|---|
| <u>Parent PLP</u> | <ul style="list-style-type: none"> • Student courses and course materials • Student grades & progress • Student goals and tasks • Student reflection | All guardians will receive a parent login at the beginning of the year. |

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| School email newsletter | <ul style="list-style-type: none"> • School events & activities <ul style="list-style-type: none"> • Updates on student schedule and school experience • School, student, faculty, and parent news and celebrations • Student, faculty, and parent spotlights • Parent volunteering & donations • Parent resources | All guardian email addresses are automatically subscribed and receive this newsletter at least every other week. |
| School website pistem.org | <ul style="list-style-type: none"> • Our faculty • School calendar • Clubs • Parent volunteering & donations • Parent resources | Accessible to the public. |
| Daily automated phone calls (and text messages), if applicable | <ul style="list-style-type: none"> • Unexcused absences | All guardian phone numbers are automatically subscribed. |
| Regular automated phone calls (and text messages) | <ul style="list-style-type: none"> • Upcoming deadlines • Key announcements • Academic updates | All guardians will receive a form in the summer to opt-in to receive automated phone calls for non-emergencies (excludes absences/tardies) |
| Ad hoc postal mailings | <ul style="list-style-type: none"> • Academic performance updates (i.e., SBAC scores, progress reports, etc.) • Important forms to complete <ul style="list-style-type: none"> • Summer mailing of upcoming school year information and required forms | All primary guardians will receive school mailings. |

In case of school-wide emergencies, we will notify parents immediately via automated phone calls, automated text messages, and/or emails. In case of student emergencies, we will notify the primary legal guardian by phone and/or email. If the primary legal guardian is unavailable, we will contact the emergency contact listed.

Mentor and Parent Communications

Mentors are parents' primary liaisons to the school and about their child. Parents and mentors have a two-way dialogue and both proactively communicate with each other about student celebrations, challenges, and concerns both academic and behavioral.

Mentors reach out to parents via phone, email, or postal mail about their student's academic performance and behaviors at least once per quarter, usually during Deep Dives. If a student is having significant academic challenges, mentors reach out more frequently. If a student has been involved in any incidents involving their or other community members' safety, either the mentor or school leader will contact the family immediately to discuss the situation and create a plan to address it by involving the student and the teachers, as necessary.

It is also important for parents to let mentors know relevant information about a student outside of school if it has an impact on their behaviors or performance at school. If families have a question, concern, or update related to

a student's academic performance, they should contact their child's mentor. The mentor will respond within 48 hours and coordinate and communicate with the student's other teachers as needed.

Subscribing and Unsubscribing to Communication Channels

Newsletters

All parent and guardian email addresses are automatically subscribed to the school newsletter. If a parent or guardian does not receive either, please contact Office Manager at office@pistem.org to update the email address.

Automated Text Messages

Automated text messages, will be sent from the school's Student Information System, Alma. Standard text message charges may apply.

Updating Parent / Guardian Contact Information

We want to be able to contact parents and guardians to communicate about student progress and well-being, and alert them in case of an emergency. If there are any changes to the parent/guardian contact information over the year, we expect families to promptly let the office know by emailing the school Office Manager at office@pistem.org.

Translations

We value a diverse community, which includes families with many different ethnic and language backgrounds, and it's important for every member of our community to be informed about our school and their student. If a family's primary language is not English, a parent can request a professional interpreter for any school meetings or events. Either the parent or student can make this request to Office Manager at office@pistem.org at least 72 hours prior to a meeting. Families can also request a written translation of written materials, if one has not already been provided.

Family and School Academic Partnerships

Parents are our partners in helping our students achieve their educational goals. While we will focus on providing rich, engaging learning experiences every minute of the school day, we believe partnering with our parents leads to greater success for our students. When parents are able to help hold students accountable, reflect on their successes and challenges, and reinforce the expectations and habits students need to be successful, students are better able to achieve their academic goals. To foster that partnership, we provide opportunities for and expect parents to engage in learning about their student's experience.

Parent PLP and Supporting Academic Success at Home

To help parents support their child's academic success and college readiness at home, we equip them with knowledge about their child's academic courses and progress through the Parent PLP. The Parent PLP provides the same view as the student PLP, allowing parents real-time access to what their child is working on at school and how they are performing. With this information, we expect parents will help hold students accountable, help them reflect on their successes and challenges, and reinforce self-directed learning skills.

To help hold students accountable to their goals, parents monitor:

- Whether their child is completing Projects on time.
- Whether their child's Cognitive Skill performance is on-track.
- Whether their child's pace of passing Content Assessments is on track.

If a student would like to improve his/her grade, parents can:

- Encourage the student to complete Additional Focus Areas which are focus areas that can increase a student's grade.
- Look at the student's Cognitive Skill Average for the course in the Grades tab in the PLP. Encourage the student to revise or set higher goals for skills measured in future Projects.

If a student has an Incomplete in a course, parents can:

- Encourage the student to reach out to the teacher for that course and set up a meeting during Office Hours.
- Ensure the student studies for Content Assessments for at least two hours per day outside of normal school hours, so that they can stay on track in their Focus Areas.
- Help the student create a plan to finish any overdue Projects.

To help students reflect and reinforce learning skills, we recommend that parents:

- Ask to view their student's work products on their Projects and explain what they are, what the Project asked them to do, and what they learned in the process.
- Review the list of Cognitive Skills being measured for a project and have a conversation with their student about what they are, how they have demonstrated that skill, and how they can improve in that skill.
- Ask their student to explain their decision-making process, how they could improve / challenge themselves more, and what else could they try next time.

Parents can log in to the Parent PLP anytime at <http://app.mysummitps.org> with a username and password provided at the beginning of the year. Mentors and Office Assistants and Manager can support parents with the PLP.

Progress Reports

Because we want to ensure that all families have access to student performance no matter their access to technology and the internet, we will mail home progress reports twice per year, once in January and once in June. This mailing will include the most current grades at those times.

Parent Events

While we will provide communications and resources to help families learn more about their child's academic experience and progress, we know that nothing replaces in-person conversations and interactions. We will have parent events throughout the year that help families gain the knowledge and skills necessary to support student academics and college readiness.

Back-to-School Night

Because we value having a close-knit community, fostering parent and mentor relationships, and ensuring our families understanding the PiSA student experience, Back to School Night focuses on these three goals. Families will have an opportunity to meet their child's mentor and teachers, build community with the other families in their mentor group, and learn more about the upcoming school year and student experience. It is expected that all families will participate in Back-to-School Night.

Personalized Learning Plan (PLP) Family Goals Meeting

A key part of personalized learning is for students to be able to connect their long-term goals to their daily decisions and actions. We start the year talking with students about the personal college and long-term goals that will shape their experience at our school. Based on their reflections, each student chooses a type of college they want to attend and creates a plan of action to get into that college. During the PLP Family Goals meeting, students present their proposal to their families and mentor, so that both can support the student in executing on his/her plan of action and achieving his/her college goals. If a family isn't available to meet during the dates above, the student's mentor will coordinate an alternative meeting time.

Parent Education Night: Using the PLP

A key part supporting a student's academic success is for parents to log into the PLP to understand what their child is working on and how s/he is progressing. Each family will be provided their own PLP login at the start of the year. We will hold at least one PLP Training during the year for you to learn how to log in and use the PLP to support your student's academics. We will also provide additional resources for you to learn more. If you have any questions about the PLP or need your login information, please contact your student's mentor.

Supporting School Success

We believe it takes everyone in the community (parents, students, and faculty) working together to build a successful school. Volunteering, donating, celebrating our school community, recruiting new families, and giving feedback are all ways in which families support the success of PiSA.

Parent Volunteering

One of the benefits of being a part of a small school is having a close and involved parent community. Parents are key members of our community, and we encourage their participation in supporting the school and strengthening the community. There are a variety of opportunities for parents to volunteer at the school or from home. We appreciate any contributions parents can make to their school. Volunteering is not a requirement, and in no way will lack of volunteering have any impact on a student or family and their standing in the school.

For parents interested in volunteering with the school, please reach out to our Director of Operations. We will attempt to match the needs of the school with the skills, talent, experience, and time of our parents.

Parent Fundraising

One of the important roles that families play is in helping our school financially support the unique experiences that make our school community so special. Every gift, regardless of size, counts and makes a difference. While we receive public, state funding to pay for our core educational experience, family fundraising supports the supplemental experiences that help build us into a strong community. Family donations help support excursions, student study trips, college testing fees, student activities, and other community needs. All donations are tax-deductible. We hope that all members of our community will participate in supporting our school, at whatever level they can. Donations are not a requirement, and in no way will students ever be excluded from school activities that support the academic program because of lack of funds or contributions.

Community-Building

As a member of a small, diverse school, families have the benefit of being part of a close-knit community and learning from people with various backgrounds and life experiences. To foster building relationships among families and faculty, our school hosts social activities throughout the year so that parents, students, and faculty can meet each other, build closer relationships, and learn from our rich community.

Parent Feedback

Honest, actionable, and timely feedback is a core tenet of Project Impact STEM Academy. Student, faculty, and parent feedback are critical to the continuous improvement of our school experience for both students and families. We have both formal and informal structures for parents to provide feedback.

To help ensure that the voices of our diverse families are heard, every year, we invite parents to tell us how we are doing and what suggestions they have for improvement through a parent survey. Parent survey feedback will help us improve the frequency, content, and methods of family communications.

Although these formal structures give us an opportunity to hear from all of our community members, we prefer feedback that is timely and ask families to consider the above table on “Who Families Should Contact and How” for who to give feedback to on any aspect of you or your family’s experience. We encourage both positive and constructive feedback throughout the year.

Student Recruitment

To help us build a strong and diverse community, we encourage families to share their family’s experience at PiSA with family, friends, and community organizations. The majority of our families come to us through word-of-mouth referrals. Current families will always be the best advocates for our schools. By building our school community with extended friends and family, we create an inclusive, connected, and welcoming environment.

Families can help be school ambassadors in our community by:

- Asking friends & family to attend one of our open houses or visiting pisa.org.
- Volunteering at our open houses or supporting other recruitment activities, such as calling prospective families. Please contact PiSA Parent Project to get involved.
- Posting open house information and your positive experience with our school on social media.
- Sharing experiences and materials at community organizations (i.e., churches, sport teams, book clubs, YMCA, Boy/Girl Scouts, etc.).

Academic Policies

Graduation requirements

PiSA’s graduation requirements are based on our mission to prepare all students for success in college.

In order to count towards our graduation requirements, courses must be approved by the state of Idaho. In order to count towards our graduation requirements, students must have shown mastery- or higher in each course. For more information about grades, please see the Grading Policy section below.

Students shall be expected to demonstrate mastery in courses required by the state of Idaho and Project Impact STEM Academy in order to complete graduation requirements. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma. For more information about graduation requirements, please see PiSA Graduation Requirements Policy.

The Director of Education or IEP team will have discretion to adjust the graduation requirements for a particular student when necessary and appropriate in order to align with that student's Individualized Education Program or other identified and documented needs. When a student transfers into the school after the first semester of 9th grade, the Director of Education will have discretion to determine how to allocate credit towards graduation based on the student's prior coursework.

Course Selection

At PiSA, we value college readiness and building a diverse and nurturing community of learners. Therefore, students advance through a very similar course progression over their time here, with almost everyone in the grade level taking almost the same courses.

At the same time, we deeply value personalized learning. Each course within our progression is built to support individual students to align their daily work with their long-term goals. Students often have the opportunity to choose topics that interest them within a project, and teachers help them engage with activities that appropriately balance support and challenge so that every student is growing.

The Director of Education along with the academics team of teachers are developing the full scope and sequence of the curriculum that PiSA students will experience. Below is an example of the course work that a PiSA student will experience beginning in their 7th grade.

| | 7th Grade | 8th Grade | 9th Grade |
|-------------------------|---|------------------------|------------------------|
| Social Science | Social Science 7 | Social Science 8 | Social Science 9 |
| English | English 7 | English 8 | English 9 |
| Math* | Math 7 | Math 7 | Math 9 |
| Science | Science 7 | Science 8 | Physics |
| Foreign Language | <i>Middle School students at PiSA do not take World Language courses.</i> | | |
| Expeditions | Deep Dives Elective(s) | Deep Dives Elective(s) | Deep Dives Elective(s) |

| | 10th Grade | 11th Grade | 12th Grade |
|--|---|---|---|
| Social Science | World Studies II | US History | Government |
| English | English 10 | English Language and Composition | English Literature and Composition |
| Math* | Math II | Math III | AP Statistics or AP Calculus |
| Science | Biology | Chemistry | AP Environmental Science |
| Foreign Language | <i>Foreign Language courses as appropriate. See "Foreign Language" section below.</i> | | |
| Deep Dives (including one Visual or Performing Art) | Deep Dives Elective(s) | College Readiness and Deep Dives Elective | Deep Dives Elective(s) or Internship/ Independent Study |

*See senior math and math acceleration sections below.

For more information about any of the courses listed, please visit the Learning Continuum in the Dashboard in the PLP. On that page, you'll be able to learn about all projects and content that make up every course from 6th through 12th grade.

Deep Dives Courses

Deep Dive courses are offered across six thematic clusters: Health & Wellness, Media Studies, Business, Technology, the Arts, and Leadership & Social Change. There are two requirements for Expeditions courses:

- All high school students fulfill their Visual or Performing Art credit through an Expeditions course. Students typically fulfill this credit during 9th or 10th grade to ensure they are on track for graduation.
- All 11th grade students take the half day College Readiness Expeditions course. During this course, students explore and learn about numerous colleges to determine best-fit schools, create a college list, understand financial Aid and what it means to be financially fit, research and apply to scholarships, prepare for the SAT or ACT, and begin to write college essays. This course culminates in a portfolio that is later used during the college application process in 12th grade.

In addition to elective courses, students can also propose internships and independent study courses. The internship and independent study pathway is a key part of our Deep Dives program, by which students can explore passions they've identified beyond the purview of our offered courses. Internships and independent studies can also be an important character and skill-building experience for many students as well as a chance to strengthen a student's college application.

Students have an opportunity to learn about the Deep Dives courses at their school site through the course

catalogue and a course fair. Together with their mentor, students reflect on and express their preferences for Deep Dives courses through a course survey. Survey results are used to schedule students with an attempt to match students to their preferences in as many cases as possible, though students may not always be schedule into their top choice courses due to course popularity.

AP Courses and Exams

Advanced Placement (AP) courses are college-level courses that are audited and supported by College Board. Research indicates that taking rigorous AP courses in high school improves a student's success in college. Each AP course is associated with an AP exam, which is given in May to students across the country. Students who pass the AP exam can often earn college credit for doing so, which allows them more choice in their course selection in college.

At PiSA, students have access to take at least six AP classes. This rigorous course load demands a high level of work from the students and also sets them up to be college-ready. Due to the rigor of AP exams, students are expected to study for them throughout the school year, and attend additional sessions that a Project Time teacher may hold to better prepare students for success on the exams. Students are expected to take at least one AP exam their junior year and two AP exams their senior year. Some students elect to take more exams. The results of the AP exam do not impact the grade a student receives in that course.

Foreign Language

Colleges, employers, and society highly value the ability to speak more than one language. At PiSA, we are considering a minimum graduation requirement of 2 years of foreign language, however we recommend that students pursue their study of language beyond this minimum and complete an AP-level language class if appropriate to their personal college goals. At PiSA, the foreign language we plan to offer is still being determined.

Senior Math

In their senior year, students have three options for math courses. They may take:

- AP Statistics
- AP Calculus AB
- Both AP Statistics and AP Calculus AB

At the end of their junior year, a student's math teacher will present them with this choice and solicit input from each student. Students will be asked to consider multiple factors including their long-term goals and their strengths and needs as a math learner, in order to make this decision.

Taking two Advanced Placement math classes is very difficult. If students elect this option, they must:

- Have earned a grade of "A" in Math III.
- Have received a 25 on the math section of the ACT or a 550 on the math section of the SAT.
- Have the recommendation of their math teacher and their mentor.

Math Acceleration

All of our courses are personalized and differentiated in order to meet the needs of very diverse learners. The vast majority of incoming 9th graders will be appropriately challenged by Math I. However, middle school math programs vary greatly, and, based on their previous exposure to math, it may be appropriate for some incoming 9th graders to start their Summit math sequence in Math II.

In order to be eligible to take Math II as a freshman, students must:

- Express preference to accelerate in their math sequence.
- Score in the top percentiles (meaning 90th percentile or above) of the Measures of Academic Progress (MAP) test which is administered to all incoming freshmen within the first month of school.
- Demonstrate proficiency of Algebra and Geometry concepts as well as math problem-solving strategies on a Diagnostic Placement Exam to be administered within the first two weeks of school.

If a student is placed in Math II as a freshman, s/he will likely take Math III as a sophomore, AP Calculus AB as

a junior, and AP Statistics as a senior.

The goal is for students who are accelerating to start in their right-fit math course as close to the first day of school as possible. This will allow them to have the smoothest transition possible. It will also mean that by the time they start in the accelerated course, they will not yet have completed the required content assessments of the course they are accelerating out of.

Students are given the opportunity to learn more about acceleration during Student Orientation. The framing of this option is one in which the school recognizes that students may very well have taken different math courses in middle school, and we want to be responsive to meeting students where they are and allowing them to work at their own pace. We also reinforce that students who are starting ninth grade in Math I are eligible to take up to two AP math courses as seniors and that the pace that gets them there is one that strong habits can make possible.

Students who are still interested with the additional context will be eligible to take a placement assessment which is designed to evaluate which content a student is prepared for. This will not only include assessment items from the next level of math but also for higher levels as well so that we have a sense of which content from the accelerated course the student does not yet know. There will also be an opportunity for students to demonstrate their ability to apply their math content knowledge in a few cognitive skills assessment questions.

Students who show readiness to accelerate will then have an opportunity to consider the option with their families. If they chose to accelerate, they will be responsible for completing the power focus areas and additional content from the course out of which they are accelerating by the end of November. Unless the student is in the founding class at our school, the only adjustment to schedule is that students attend Project Time with their appropriately-leveled math course. There is no impact on mentor or PLT. In the founding class, the same is true and this group of students attend math all together during project time.

Because we want to ensure appropriate placement for each child, there is a checkpoint one month into the school year. 9th grade students accelerating into Math II should have completed at least 50% of the Math I power focus areas by this time. For 9th graders who are in Math I and think Math II is a more appropriate placement, they will be considered for acceleration if they meet or exceed that same bar within the first month of school. In the case that a student or parent believes a student is in a math placement that is not the best fit for him/her, they are encouraged to set up a meeting with the child's mentor or school leader as soon as possible.

PISA believes strongly that students should have equal access to math acceleration. On an annual basis, PiSA aggregates and examines data about student math placement to ensure that students who are qualified to progress in math based on performance are not held back on the basis of their race, ethnicity, gender, or socio-economic background.

Students will earn credit for the course they are accelerating out of providing they complete the focus areas. The grade for the class out of which the student is accelerated will be calculated by applying their cognitive skill scores from the class they are accelerating into with their completed focus areas.

Credits earned outside of PiSA

In the course of seeking appropriate challenges or navigating other transitions, students sometimes pursue courses for credit at institutions outside of PiSA. We value this independence and want to honor this independent work while also maintaining the high academic standards of our graduation requirements.

If a student wishes to pursue such a course for credit while enrolled at PiSA, s/he must obtain approval for the course by the Director of Education prior to beginning the course by completing a contract of responsibility.

A student may apply credit earned outside of their PiSA graduation requirements if:

- The course was approved by the Director of Education in the case that the student took the course while

enrolled at PiSA.

- The course is considered to be college preparatory.
- The student earns a grade of C- or better.
- The student provides proof of their completion of the credit to the Director of Education.

Grading Policy

Overview

Grades show the level of skill that students have demonstrated and the amount of content they have mastered which are two of the areas of College Readiness: cognitive skills and content knowledge. We value the process of improving over time with careful study and practice. As you will read below, we have built a grading policy that reflects this value by capturing the student's strongest performance in each cognitive skill in each course of the year.

Documented Plans

In some cases, a student's personal circumstances may require a modification to the grading policy. When appropriate, the Executive Director and/or the child's IEP or 504 plan team has the discretion to modify grading requirements. Any modifications to programming, instruction, and grading must be documented in a formal student plan, such as an IEP or 504 plan, and be directly related to the student's disability.

Cognitive Skills Grading

As described in the College Readiness section, cognitive skills are the higher order thinking skills that students will need to solve complex problems in and beyond college. We believe they are the most important element of academic college readiness. As a result, cognitive skills are worth 70% of a student's grade in a core academic class. Students demonstrate cognitive skills by completing projects. Projects are graded by the teacher of that course.

Cognitive skills are assessed on the same rubric in all classes and in all grade levels. The cognitive skills are relevant to all disciplines. When students practice the same skill in multiple contexts, they are supported to get better at the skill over time. Using the same rubric for all grade levels allows students to see their growth over time, and allows teachers to increase expectations each year as the student works towards college readiness. For example, a student earning a score of "5" would get an A+ in eighth grade, but by the time they are in tenth grade this same score would only earn them a B.

- The PLP indicates which cognitive skills are assessed in each project and also shows the cognitive skill scores that students were assigned in that project.
- Students receive a score for each skill between 1 and 8, where 4 indicates high-school-ready and 6 indicates college-ready.
- Students' scores are translated into a percentage. The table below describes the cognitive skill score that translates into a 70% (C-), an 85% (B), and a 100% (A+) for each grade level.

| | Cognitive skill scores corresponding to a grade of... | | |
|-------------|---|-----|------|
| Grade Level | 70% | 85% | 100% |
| 4 | 1 | 2 | 3 |
| 5 | 1.5 | 2.5 | 3.5 |
| 6 | 2 | 3 | 4 |
| 7 | 2.5 | 3.5 | 4.5 |
| | | | |

| | | | |
|----|-----|-----|-----|
| 8 | 3 | 4 | 5 |
| 9 | 3.5 | 4.5 | 5.5 |
| 10 | 4 | 5 | 6 |
| 11 | 4.5 | 5.5 | 6.5 |
| 12 | 5 | 6 | 7 |

A student's final cognitive skill average combines information from all the skills assessed through all the projects in the course. This is calculated through a weighted average of the best score for each skill.

- We know that students will improve over the course of the year. We want their final grade to reflect all the growth they have made. Therefore, for each skill, only the best score in that course will be counted towards the overall grade. For example, if a student earns a low score in "Word Choice" in their first project and a higher score in "Word Choice" in their second project, then only the higher score will count.
- Some skills are more important than others in a class. The more important a skill is, the more projects it is a part of. Therefore, each cognitive skill is weighted by how many times it is assessed in that course. For example, if "Argumentative Claim" is assessed in 4 different projects, then it will count in a student's grade 4 times.
- A student must have a cognitive skill grade of at least 70% in order to pass a course. If a student's cognitive skill average for a course is below 70%, then the student will have an Incomplete grade.
- Students must complete all projects in order to earn a passing grade in an academic class. If a student has a missing project, then the student will have an Incomplete grade.

Late or incomplete projects

We value the timely submission of completed projects as a college-ready skill. Students who are responsibly using class time, doing work at home, and taking advantage of extra supports should be able to turn in completed projects on time. We expect that students are asking for feedback and seeking help appropriately if they feel they are falling behind on a project.

If a student fails to submit a project by the due date or turns in a project that is missing at least one essential component, that project is considered incomplete and overdue. Because each project provides a valuable opportunity for students to practice and develop their cognitive skills, we want to support students to complete all projects. Having an overdue project initiates a series of interventions with the goal of providing accountability and supporting the student to turn in a complete project.

Within two business days of the project due date, all teachers will indicate whether a project is complete or incomplete in the PLP. If a project is incomplete, it becomes overdue. The teacher will provide feedback on the project to indicate why it is incomplete, will invite the student to Office Hours, and will inform the mentor of the overdue project. If the student does not turn in a completed project, then the teacher will inform the parents of the overdue project and will require the student to come to Office Hours in order to provide them support. If the student still does not turn in a complete project, they will have the opportunity to access even more support during Deep Dives, PLT and after school. If these interventions have not been successful, then the teacher will initiate an academic intervention meeting to involve the teacher, the mentor, the student, and the parents in order to develop a more intensive and individualized plan for support and accountability.

Content Grading

As described in the College Readiness section, content knowledge is the set of facts and information that is fundamental to understanding the world around us. Content is worth 30% of a student's grade in a core

academic class. Students demonstrate content mastery by passing content assessments. Content assessments are graded automatically on the PLP.

In contrast to cognitive skills, content is not something that continually develops across a spectrum of understanding. Instead, content is something you know or you don't know. For the most part, a student either knows the content or does not know it and must learn it. Therefore, content can be assessed through quizzes in which students answer multiple choice questions to show if they have learned the content. Because content learning is directed by the student, the student decides when they have learned the content and are ready to take the assessment. When they are ready, they must request to take the content assessment at an appropriate time, usually during PLT, where a faculty member can supervise and ensure an appropriate testing environment.

Every content assessment has ten questions. Because we value content mastery, the only thing that affects a student's grade is whether or not they have passed an assessment. The specific score does not affect a student's grade.

- For non-AP courses, students must answer at least 8 questions correctly in order to pass.
- For AP courses, students must answer at least 7 questions correctly in order to pass.
- If students take and fail a content assessment, they are expected to reflect on why they failed and make a plan to better learn the content. When they are ready, they are expected to take the content assessment again. The number of times students attempt a content assessment has no effect on their grade.

Power Focus Areas represent the content knowledge that is most essential to the course. Therefore, a student must pass all Power Content Assessments in order to pass the course.

- If a student passes all power content assessments, 21% is added to their final grade.
- On the PLP, grades are continuously calculated based on what a student is "on track" to complete.
 - Students have 21% added to their final grade if they are "on track" to pass all power content assessments by the end of the year. This means that they have passed all content assessment behind the blue pacing line on the PLP. The vertical pacing line indicates where students should be today in order to be on pace to complete the course by the end of the school year. Everything to the left of the line should be complete (green) to be "on track" with their work.
 - As the year progresses, the line will continue moving to the right until the end of the year.
 - If students are "off track" to pass all power content assessments (Focus Areas to the left of the pacing line has red text), then the 21% is not added to their final grade and their grade in the course will be an "Incomplete."

Additional Focus Areas represent important content knowledge that contributes to a student's overall understanding but is not absolutely essential to the course.

- If a student passes all additional content assessments, 9% is added to their final grade.
- Unlike Power Focus Areas, for which students must pass all to receive full credit, students can get incremental grade increases with each Additional Focus Area they pass.
- Each additional content assessment is equally weighted. So, for example, if a course has 10 additional focus areas, each one is worth $9/10 = 0.9\%$ so 0.9% will be added students' final grades for each additional content assessment they pass.
- Students may pass a course without passing additional focus areas, however the maximum grade they could get would be 91%.
- During the year, additional content assessments are calculated incrementally towards the grade.

Challenge Focus Areas provide additional content for students who want further their mastery in an area. Not all courses have Challenge Focus Areas, and they do not count toward students' grades.

Math courses at PiSA are assessed and graded differently than other academic classes. This difference is based on internal and external research and is designed to best prepare students for college level math and align to the Common Core State Standards in Mathematics. Math courses assess content the same way as other classes. Content is worth 30% of the final grade in math classes. Math courses have fewer projects than other courses. These projects are assessed on the cognitive skills rubric in the same way as other classes. Cognitive skills are worth 30% of the final grade in math classes. Concepts are worth 40% of a student’s grade in a math class.

Concept Units

In math courses, students work on project and concept units, which are individual performance tasks where students demonstrate their understanding of a complex math concept. These tasks could be solving a complex math word problem, writing a short essay, or completing a mini-project. Concepts are worth 40% of a student’s grade in a math class.

Each concept is assessed by the math teacher on a 4-point rubric that corresponds to the framework in our state-wide SBAC exams and Common Core State Standards.

| | | | |
|--|--|---|---|
| <p>Level 1: Student demonstrates minimal understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</p> | <p>Level 2: Student demonstrates partial understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</p> | <p>Level 3: Student demonstrates adequate understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</p> | <p>Level 4: Student demonstrates thorough understanding of and ability to apply the mathematics knowledge and skills needed for success in college and careers, as specified in the Common Core State Standards.</p> |
|--|--|---|---|

- A student’s score is translated into a percentage. The table below describes the concept score that translates into a 70%, an 85%, and a 100%.
- A score of “2” corresponds to a passing grade.
- A student must have a concept grade of at least 70% in order to pass a math course. If a student’s concept average for a course is below 70%, then the student will have an Incomplete grade.

| Concept scores corresponding to a grade of... | | |
|---|-----|------|
| 70% | 85% | 100% |
| 2 | 3 | 4 |

The overall concept unit grade in a class is the average of all concepts assessed in that course.

- Only the best score for each concept in a course will be counted towards the overall grade. For example, if a student earns a low score in “Ratio Reasoning” in their first unit and a higher score in “Ratio Reasoning” in a later unit, only the higher score will count.
- Each concept is weighted equally.

Expeditions Grading

Grading for Expeditions courses follow the same assessment plan as core courses. 70% of the grade in these courses comes from the student's demonstration of cognitive skills through the course projects. 30% of the grade comes from demonstration of content knowledge through mastery of content assessments.

Letter Grades and GPA

Students' final grades are translated into letter grades for transcripts and Grade Point Averages (GPAs) for colleges. Note that different colleges may calculate GPAs differently based on college-specific policies. Advanced Placement (AP) courses are rigorous, college-level classes. Therefore, GPAs in AP classes are "weighted," meaning that students receive an extra point on their GPA in these classes.

| Final percentage grade | Letter grade | Unweighted GPA | Weighted GPA |
|------------------------|--------------|----------------|--------------|
| 97 - 100 | A+ | 4.000 | 5.000 |
| 93 - 96 | A | 4.000 | 5.000 |
| 90 - 92 | A- | 3.667 | 4.667 |
| 87 - 89 | B+ | 3.333 | 4.333 |
| 83 - 86 | B | 3.000 | 4.000 |
| 80 - 82 | B- | 2.667 | 3.667 |
| 77 - 79 | C+ | 2.333 | 3.333 |
| 73 - 76 | C | 2.000 | 3.000 |
| 70 - 72 | C- | 1.667 | 2.667 |
| 0 - 69 | F | 0.000 | 0.000 |

During the school year, an "I" is used in place of a letter grade when the student has an "incomplete" and is failing the course because s/he is missing projects, has a low cognitive skills average, and/or is not on track to complete all power focus areas. An "I" is not a final grade, and instead means that the student is working in the course and currently not meeting the expectations to pass. In the absence of a written plan, an "I" is converted to an "F" if a student transfers out of the school or ends the year without completing all course requirements.

Occasionally a student's grade will appear as "N/A." This means that the student does not yet have a graded project in the class, and there is therefore not enough information to compute a grade. This grade usually only shows up at the very beginning of the school year.

Attendance and Tardies

Summary

PiSA is committed to building a consistent, positive environment for all its students, focusing on supportive relationships between students, faculty, and parents as a PiSA Community. We believe that the path to Personalized Learning and becoming a Self-Directed Learner ready for college and career begins with daily participation in the classroom where students are present, prepared, and connected.

PiSA families and students each play a critical role in building this culture. Parent and guardians are responsible for ensuring their student arrives on time to school every school day either by drop off, carpool, or other safe transit. Students should have a safe way to get home after school or when they are done with their afterschool activities.

Students are expected to arrive on time every day school is in session and attend the full and complete school day, from 8:00am to 3:25 pm. Students and parents are also responsible for working with teachers and mentors to keep students on track for the time they are absent from school.

If students struggle to meet our expectations of attendance, to embody our core characteristics, and to develop into responsible, college-going community members, PiSA develops logical consequences where there is a focus on accountability, repairing harm, and reintegrating students into the community.

Please see the appendix for more details about our expectations for families and students and consequences.

School Enrollment

PiSA values the contributions to community by each family and student. PiSA would like all students to remain enrolled and to address any concerns. If parents or guardians are considering unenrolling their student, we ask that they reach out to both their child's mentor as well as the Director of Education.

If parents or guardians have decided that unenrolling their student is the best option, PiSA's Director of Education will facilitate this process. PiSA requires that all students, regardless of age, receive and demonstrate permission from parents/guardians to withdraw from school. To complete this process, parents or guardians must unenroll their student in person at the school site. Parents and guardians are responsible to enroll their student in another age appropriate educational program, and PiSA can help supply the necessary records.

Lottery Process

PiSA will follow the guidelines and procedures detailed in Idaho Administrative Code IDAPA 08.02.04. Details regarding PiSA's lottery can be seen in Policy 3015: Admission Preferences.

Technology Use

Technology at PiSA is a key tool for learning. Students use technology in the form of a school-issued device, charger, school wireless network, and school printers. This section summarizes key components of the PiSA Technology Policy. Located in the appendix is the Project Impact STEM Academy Technology Policy for Students. All families must review this policy, and students must review and sign the signature page.

Chromebooks and Appropriate Chromebook Use:

Students are issued a Chromebook that they use for the year. Chromebooks are used in class and educationally at home. We expect students to follow the expectations included in the technology policy at all times. These include the ways in which the chromebook is carried, used, and maintained. Students are expected to bring their chromebooks in working condition, fully charged to school each day. Students who need a loaner check with the front desk.

Internet and Email Use:

Internet access (including email use) is a privilege and all students should be aware that PiSA may revoke Internet access for any reason. If a student's access is revoked, PiSA will provide an explanation for the revocation and the school site will ensure that the student continues to have equal access to participate in the educational program.

Violations of the Internet and Device Acceptable Use Policy are serious disciplinary actions and will be addressed

according to the graduated discipline plan. PiSA requires that students promptly disclose to their mentor or other school employee any electronic message they receive that is inappropriate or makes them feel uncomfortable. PiSA has installed Internet filtering software in an attempt to block user access to inappropriate and/or harmful content on the Internet. No filtering technology is perfect, and this technology may occasionally fail. In the event that the filtering software is unsuccessful and children gain access to inappropriate and/or harmful material, PiSA will not be liable. If students inadvertently access such information, they should immediately disclose the inadvertent access in a manner specified by their school. This will protect students against an allegation that they have intentionally violated the Internet and Device Acceptable Use Policy. Parents are strongly encouraged to discuss and monitor their child's school Internet use and to discuss any issues or concerns that they may have with the school's teacher and administrators.

Cyberbullying:

Bullying through the use of technology -- whether that technology is the school's property or that of any member of the community -- or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device, and personal digital assistant is prohibited. When communicating online, students should use appropriate language, have common courtesy, and be considerate to others. Displaying online social behaviors that model good digital citizenship is emphasized and encouraged.

Take Home Policy:

The Internet and Device Acceptable Use Policy continues to be applied to all students and all devices, regardless of the location where the device is being used. The technology resources provided are intended for student learning, therefore the policies must be adhered to for both safety and compliance. Families should note: while there is some content filtering that is part of the individual Chromebooks, content filtering capabilities will vary and may be reduced depending on the non-PiSA network(s) that Chromebooks may connect to.

Technology Norms On and Off Campus

| | |
|--|---|
| <p>Norms</p> | <ul style="list-style-type: none"> ● Students use technology and internet only to support learning during class. ● Students are responsible for their technology. <ul style="list-style-type: none"> ○ Broken technology will result in logical consequences, which may include paying replacement costs. ● Students help each other with technology. ● Students exhibit respect while using technology. |
| <p>General Procedures/Rules</p> | <ul style="list-style-type: none"> ● K-3 students will not be issued a one-to-one device but will have access to and will use class devices in their learning. ● Every student must have a working pair of headphones for use at school. (Headphones will be available at school for families for whom this will be a hardship). ● Chromebooks are to be charged overnight and during lunch. ● When transporting, Chromebooks are to be kept in student provided carry case. ● Keep food and drink separate from chromebooks at all times. ● Students will keep their chromebook at hand for use throughout school day. |

| | |
|---|---|
| <p>Chromebooks off campus</p> | <ul style="list-style-type: none"> ● If chromebook is taken home, students will: <ul style="list-style-type: none"> ○ Charge the computer overnight. ○ Follow all tech norms while at home. ● If a chromebook is forgotten at home: <ul style="list-style-type: none"> ○ a loaner will be issued and the incident recorded. <ul style="list-style-type: none"> ■ If multiple offenses, parents will be called in and students face possible additional consequences. |
| <p>Personal Electronics Policy</p> | <ul style="list-style-type: none"> ● Personal electronics may be used on campus before school, during passing periods, breaks and after school hours. <ul style="list-style-type: none"> ○ Home electronics may not be connected to any PiSA network. <p>PiSA will not be liable for any damage, loss, or theft of personal electronics</p> |

Dress Philosophy

PiSA is committed to creating and maintaining an appropriate, academic, and respectful school culture. Our dress philosophy reinforces and supports a professional school environment. Most importantly, clothes should never get in the way of learning. Student should come to school prepared for the activities in their schedule for the day. This means wearing comfortable clothing appropriate for the school environment and culture.

Specifically:

- The students’ general appearance should be crisp, clean, and sharp. Attire should not be distracting to the educational process.
- At no time are pants to be worn below the waist or hanging from the hips nor should undergarments be visible.
- Pajamas and slippers are not allowed.
- Hats may be worn outside during fall and winter months, and with staff approval inside the building.
- All skirts and shorts must reach below the student’s fingertips when their arms are fully extended and their hands are placed on their thighs.
- Students should not show any midriff area, undergarments (including bra straps) and shall not wear clothing with spaghetti straps or any other apparel that shows cleavage.
- Leggings/yoga pants should not be worn unless needed for physical education classes, or under shorts or skirts.

- Dress Code Clarification

A component of Project Impact STEM Academy’s mission is to provide authentic projects embedded in Science, Technology, Engineering, and Mathematics. Authentic projects feature real-world problems, context, tools and collaboration with professionals in the STEM community. As our students will be working on authentic projects in STEM-related fields, it is important for the dress code of our school to reflect the dress code of those working in these positions, which is business casual. Leggings and yoga pants worn as outerwear is not considered business casual, but leggings can be worn under other garments such as a short dress, or long sweater. Yoga pants are athletic wear and are to be worn while participating in athletics. The dress code policy of PiSA reflects the common dress codes of STEM-related positions.

Another clarification we would like to make is whether or not a garment is considered to be leggings or pants. There are garments worn by students, especially at the elementary level, which could be more considered pants rather than leggings. Please see the following questions retrieved from a Chicago Tribune article, That nagging question is back: are leggings pants? written by Kristyn Schiavone, to be able to determine if your student’s garment might be considered an undergarment or pants.

ARE THESE LEGGINGS PANTS?

If you can answer "yes" to all of the following, your leggings can probably stand alone in certain scenarios and could be considered pants:

1. *Are they thick in texture, like other pants?*
 - a. *Take athletic pants, for example. These are made of fairly thick spandex because it*

improves performance; it's better at sweat-wicking, less likely to stretch excessively or droop, etc. This is quite a different story from the \$11 leggings you find in the hosiery department, which, I'm sorry to tell you, are mostly see-through. If flesh can be seen through your leggings, they're not pants.

2. *Do they have a substantial waistband?*
 - a. *When leggings are meant to be worn under other clothing, the waistband will be as inconspicuous as possible, so it doesn't make you look lumpy. Leggings that are intended to be worn as casual pants will likely have a fairly thick or roll-down waistband.*
3. *Did you find them in an athletic store or department?*
 - a. *If so, you're probably in the clear, but even some athletic leggings are poorly manufactured and have the same problem of being see-through.*

- Clothing that has offensive or distracting language or graphics is not permitted.
- Clothing may not advertise or promote any product or activity that is subject to age restrictions, i.e. alcohol products, guns/weapons, tobacco products, adult-only behaviors or products.

We realize that “inappropriate dress and body art” may be difficult for parents to determine, especially when pressured by young adolescents who respond to dress codes with “everyone dresses like this!” In an effort to build a school environment with a foundation of mutual respect, we encourage students to focus on academics and not their neighbor’s choice of clothing. With students, parents and school personnel working toward the same goals in this regard, clothing can maintain its place as an area of self-expression in a positive way.

Accessories or school supplies which violate these norms may be confiscated by faculty. The student’s teacher, mentor, or another faculty member will have students with clothing outside of the school norms turn the clothing inside out or cover the logo/depiction with a jacket or other item of clothing. When students do not have a secondary article of clothing, one may be provided from PiSA’s collection of apparel. Where additional interventions are needed, PiSA will follow the “Graduated Discipline Plan”.

At Project Impact STEM Academy, we wish for all students to be comfortable as they learn and work in our great school. We understand that all students have individual tastes or levels of comfort which requires more comfortable clothing choices. We hope that this clarification helps you better understand the dress code policy of PiSA. If you have further questions or concerns, please email the Director of Education, or arrange a time to meet with them.

Graduated Discipline Plan

Overview

When we purposefully build peace in the community and maintain that peace through active community engagement, we limit the amount of time stakeholders spend making peace when norms have been violated. There is a shared responsibility among all members of the PiSA community to build and keep peace in classrooms, during unstructured times and in all conversations. Our school works together to schedule and support each other in this community development. Our school works everyday to help students develop healthy relationships, identify common values and guidelines, develop social emotional understanding and skills, and develop a sense of ownership and belonging.

PiSA’s graduated discipline plan is in place for when the culture we’ve built is harmed and peace needs to be made.

The policy is derived from our core beliefs about secure attachments and human development. We believe that:

- Physical and emotional safety are a prerequisite for building secure attachment.
- Feedback is essential to growth and college readiness.
- When principles guide actions instead of rules, students can generalize for the future.
- All students are capable of being college ready.
- In a high-trust organization, students prepare for the independence of adulthood.

When students take action that violates expectations articulated above, the faculty responds using the graduated

discipline plan to restore an environment of trust, safety, and productivity. We primarily manage difficulties by preventing harm, resolving differences and helping students build the skill of learning from their mistakes. If students continue to struggle to meet our norms, we use logical consequences with a focus on accountability, repairing harm, and reintegrating students into the community.

PiSA uses restorative practices to guide teacher responses to student behavior. Restorative practices are a way of approaching behavior support from a framework of relationship maintenance and reconciliation. Restorative practices seek to use language and approaches to behavior that reverse the oppressive nature of top-down classrooms and schools. These systems work to build empathy in the individual or individuals who violate expectations and cause harm to the community. Our restorative practices also provide a way to assign logical consequences to inappropriate behavior. PiSA has specific policies in place for actions such as Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying). These policies, along with procedures for suspension and expulsion, are found in the Appendix.

PiSA categorizes inappropriate behavior into four levels based on the severity and frequency of the behaviors. Each level of inappropriate behavior requires a different faculty response. Here is a summary of the behavior levels and the appropriate teacher responses:

| Level | Response | Description |
|---------|-----------|--|
| Level 1 | Redirect | <ul style="list-style-type: none"> • A student causes a minor disruption to the learning environment. • The teacher quickly redirects the student to meet the expectations. |
| Level 2 | Reflect | <ul style="list-style-type: none"> • A student causes a significant disruption to the learning environment and/or repeats Level 1 behaviors after redirection. • The teacher reestablishes the focus of the class and schedules time to reflect with the student on his/her decisions and behavior. |
| Level 3 | Reach out | <ul style="list-style-type: none"> • A student causes a disruption to the learning environment that breaches safety and/or repeats Level 2 behaviors after redirection and reflection. • The teacher refers the student to the office and reestablishes the safety and focus of the class. • The administrator reflects with the student and plans next steps, including communication with families and mentors. |
| Level 4 | Reset | <ul style="list-style-type: none"> • A student causes a significant breach in safety and/or repeats Level 3 behaviors after interventions. • The teacher refers the student to the office and reestablishes the safety and focus of the class. • The administrator considers suspension or expulsion, plans next steps, and communicates with families and mentors. |

Level 1 Behaviors - Redirect

Student Behaviors

Level 1 misbehaviors refer to behaviors that are distracting, disruptive, or otherwise in violation of expectations for a productive learning environment, such as being off-task, teasing a peer, etc. This is a behavior or action that can quickly be redirected without stopping the class.

Desired Outcomes

- Disruptive behavior is stopped.
- All students remain actively engaged in learning in class.
- All students understand consistent expectations and consequences.

Teacher Actions

- Restate the expectations.
- Redirect the student behavior clearly and concisely.
- Resume focus on instructional plans.

Level 2 Behaviors - Reflect

Student Behaviors

A student has been defiant or disrespectful (*this is the first offense or the behavior is new*) or Level 1 behaviors have continued despite interventions.

Desired Outcomes

- Disruptive behavior is stopped; power struggle is avoided.
- Student understands the impact of his/her behavior.
- All students remain actively engaged in learning in class.
- All students understand consistent expectations and consequences.

Teacher Actions

- Clearly state to the student how and why his/her behavior violated expectations.
- Give the student space to cool down and consider his/her action.
- Engage the student in a reflective conversation to understand his/her impact on others.
- Make a plan for the student to be able to meet expectations in the future.
- Give a clear warning that continuation of the behavior will result in removal from the classroom.

Level 3 Behaviors - Reach Out

Student Behavior

- A student engages in a behavior that does not meet the norms of the class. The teacher attempts Level 1 and Level 2 interventions to redirect the behavior, and the student continues inappropriate behavior.
- Alternatively, a student engages in a behavior that is majorly disruptive, dangerous to others, or illegal.

Desired Outcomes

- The safety of the classroom is maintained.
- The classroom engagement in learning resumes as quickly as possible.
- All students understand consistent expectations and consequences.
- The student violating the expectations is referred to an administrator.
- The student's negative behavior is recorded and tracked.

Teacher Actions

- Clearly state how and why the behavior violated expectations.
- Instruct the student to leave the classroom and go directly to the front office.
- Fill out the PiSA discipline tracker.

Administrator Actions

- In this case, an administrator may be one of the Director of Education or Director of Operations.
 - Administrator reads the incident report and runs a restorative conference with the student to reflect

- on his/her actions and determine next steps to repair the harm done to the community.
- Administrator documents the conversation and next steps in the discipline tracker.
- Administrator brings the student back to class to facilitate a check in with teacher before student reenters the classroom.
- The administrator or his/her designee communicates home to the student's family about the incident.
 - The administrator or his/her designee ensures that all next steps are completed, and documents this fact in the discipline tracker.

Level 4 Behaviors - Reset

Student Behaviors:

- A student continues to engage in Level 3 behaviors even after interventions.
- Alternatively, a student engages in one of the behaviors listed below, in which case s/he is automatically considered for suspension and expulsion.
 - Fighting
 - Drugs or other controlled substances (possession, selling, consuming)
 - Drug paraphernalia (possession, selling, using)
 - Alcohol (possession, selling, consuming)
 - Tobacco products (possession, selling, consuming)
 - Robbery (committed or attempted to commit)
 - Extortion (committed or attempted to commit)
 - Assault or battery or threat of assault or battery on a school employee
 - Bullying (see below for PiSA's Policy on Harassment, Intimidation, Discrimination, and Bullying, including Cyberbullying)
 - Possessing, selling, or furnishing a firearm, knife, explosive, or other dangerous object
 - Damaging property or vandalism (caused or attempted to cause)
 - Obscene acts or engaging in habitual profanity or vulgarity
 - Disrupting school activities or otherwise wilfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties
 - Knowingly receiving stolen school property or private property
 - Possession of imitation firearms
 - Sexual assault (committed or attempted to commit)
 - Harassing, threatening, or intimidating a student who is a complaining witness or witness in a school disciplinary proceeding (see below for PiSA's Policy on Harassment, Intimidation, Discrimination, and Bullying, including Cyberbullying)
 - Hazing (engaged or attempted to engage in)
 - Aiding or abetting the infliction of physical harm on another person
 - Making terrorist threats
 - Sexual harassment
 - Hate violence (caused, threatened to cause or participated in)
 - Harassment or intimidation of a student or group of students (see below for PiSA's Policy on Harassment, Intimidation, Discrimination, and Bullying, including Cyberbullying)

Desired Outcomes:

- The school and its community remain physically and emotionally safe.
- The student and his/her support network identify root causes of the unacceptable behavior.
- The student understands the impact of his/her behavior on the community.
- The student makes a plan to restore the harm s/he has caused.
- The student executes the plan and is reintegrated into the community.

Administrator Actions:

The process for responding to Level 4 behaviors is the most nuanced, complex, and personalized. While suspension and expulsion are always considered for Level 4 behaviors, often they are not chosen as the best strategy to meet the outcomes listed above. Depending on the situation, the school director may lead a family conference, a restorative circle, or some other plan for the student to understand and then restore his/her impact on the community.

Expulsions must be approved by the board and are decided by a panel. Expulsion panels include senior leaders on the Schools Team. Any of the student behaviors listed under Level 4 behaviors above could lead to a recommendation for expulsion. Students with special education needs must have a manifestation hearing before being expelled. PiSA’s Suspension and Expulsion Policy is included in the appendix, including “Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities.”

| Behaviors that Qualify for Expulsion | |
|---|---|
| Description | Example Student Action |
| Mandatory Expulsion | <ul style="list-style-type: none"> • Firearm: <ul style="list-style-type: none"> ○ Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee. ○ Selling or otherwise furnishing a firearm. ○ Brandishing a knife at another person. ○ Unlawfully selling a controlled substance such as drugs or alcohol. • Committing or attempting to commit sexual assault or sexual battery. • Possession of an explosive. |

Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying)

Project Impact STEM Academy believes all students have the right to a safe learning environment and thus has a specific policy for harassment, intimidation, discrimination, and bullying that is available in the appendix. These are disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. PiSA prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy. All members of the PiSA community are required to read the policies carefully and report any infraction or suspicion of infraction to the school directors.

PiSA will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner.

Equal Education, Nondiscrimination, and Sex Equity

Equal educational opportunities shall be available for all students without regard to race, color, national origin, ancestry, sex, gender identity, sexual orientation, ethnicity, age, language barrier, religious beliefs, physical or mental handicap or disability, economic or social conditions, or actual or potential marital or parental status, or status as a homeless child.

Details regarding PiSA's immunization policy can be seen in Policy 3280: Equal Education, Nondiscrimination, and Sex Equity.

Immunization Requirements

According to IDAPA 16.02.15, to enter or transfer into public or private schools, all children in preschool and grades K-12 must meet immunization requirements at registration and before attendance. No child shall attend school without proof of immunization status or has not met the exemption requirements as outlined in school policy. A student who does not meet the minimum requirements for either medical or religious reasons must have a completed and signed immunization exemption form on file with the school.

For more information on immunizations and exemptions, please visit <http://www.immunizeidaho.com/>.

Details regarding PiSA's Equal Education policy can be seen in Policy 3525: Immunization.

Glossary of Project Impact STEM Academy Terminology

Additional Focus Area: Students are encouraged, but not required, to complete this content for each course.

These make up 9% of a student's grade in a course.

Ahead-of-track: Students who are consistently producing work above grade-level on the cognitive skills rubric AND who are who are ahead of pace for their Power Focus Areas.

Cognitive Skills: Higher-order thinking/life skills, such as critical thinking, communication, and problem-solving. These are the skills that will endure throughout students' lives and enable them to be successful in different situations.

Cognitive Skills Rubric: The single rubric Summit Public Schools uses to assess all projects across all grade levels and all sites. A student's Cognitive Skill Average comprises the bulk (70%) of their grade.

College Readiness (4 Elements): These are the elements our students will need to not only go to college, but to graduate and succeed in college and their career. The 4 elements are:

- Development of cognitive skills
- Acquisition of content knowledge
- Growth in Habits of Success
- Real-life experiences

Community Group: The mentor and his/her mentees form a Community Group.

Community Time: Community Time is a safe space for students to bond with their community group and mentor, express their thoughts and feelings, and build meaningful relationships. Students are with their Community Groups

and engage in activities and discussions focusing on: Habits of Success development, community bonding, community and academic belonging, and college readiness.

10-minute Community Time: Students also spend the end of every day in Community Time. During this time, the community group and mentor create and share weekly goals, work on a community project, reflect, and celebrate.

Content: The subject-specific material from a class that can be studied independently, practiced, or memorized at

a student's own pace. Content comprises 30% of a student's grade: 21% through Power Focus Areas, which are required, and 9% through Additional Focus Areas, which are optional, but highly encouraged.

Content Assessment: The test at the end of a focus area to assess a student's mastery. For most courses, 80% is passing. In AP courses, 70% is passing. These tests are largely multiple choice, though there are some examples of tests where students must type in their answers (called "Explicit Constructed Response").

Deep Dives: Deep Dives provide students opportunities to explore new or existing passions and discover their purpose through eight weeks of immersion learning. Over the course of the school year, students will have four Expeditions sessions of two weeks each, which occur approximately every six weeks.

Focus Area: For each project, students must learn specific content knowledge associated with it, which we call Focus Areas. Each Focus Area has an associated playlist with a diverse array of learning resources for students.

Growth Mindset: People with a growth mindset believe that abilities and intelligence can be developed through persistence and hard work. When students have a growth mindset, they focus on improvement, are resilient when facing setbacks, and are motivated to learn. People with a fixed mindset believe that their intelligence and abilities are fixed and are not within their control.

Habits of Success: The skills that you need to be successful in any situation whether it's in school, a job, or a relationship. These are skills like managing your stress, persevering through a challenge, working well with others, and demonstrating empathy.

Mentoring: One of the things that is unique and special about Summit is our mentoring program. Each student has a mentor who will be her/his coach, advocate, and college counselor. The mentor helps students set goals, create plans, and make good decisions -- the skills of becoming a self-directed learner.

Mentor Check-Ins: Every Friday, mentors meet 1:1 with their mentees for 10 minutes to support our students in achieving their college and career goals. Students drive these meetings to discuss their proposed goals and plans for the coming week and reflect together on the past week. It is a unique time and space to push students on their Habits of Success and help set them up for success in all aspects of their school experience and college readiness.

Non-Negotiable: The founding non-negotiables of Project Impact STEM Academy are:

- We have a high-performing teacher in every room, every day.
- Everyone is capable of graduating "college and career ready".
- There is no "tracking".
- We have a heterogeneous student population in school and in the classrooms.
- Students are physically and emotionally safe.
- Every student is known.
- Character education counts.
- We are a researched-based, best practice institution.
- Principles vs rules-based.
- We do more with less.

On-track: Students who are consistently producing work at grade-level on the cognitive skills rubric AND who are who are on pace for their Power Focus Areas.

Off-track: Students who are consistently producing work below grade-level on the cognitive skills rubric AND who are who are pacing behind for their Power Focus Areas.

Parent Partnership: Joint effort between parents/guardians and school/faculty to create a two-way dialogue and plan on how to best support the success of students and help them achieve their academic and personal goals.

Personalized Learning: The opportunity for students to customize their learning process, pacing, and practices based on prior knowledge, individual goal setting, Habits of Success, and academic goals.

Personalized Learning Plan (PLP): The Personalized Learning Plan (PLP) is your student's online dashboard for setting goals and tracking progress towards those goals. As a parent, the PLP will help you support your student's academic success and college readiness at home. If you would like to see anything from your student's current assigned work to a yearlong view of their progress, you can find that all on the PLP.

Personalized Learning Time (PLT): Students learn the content knowledge (facts and information) they need for all of their courses during Personalized Learning Time. They work at their own pace and choose how they want to learn through a combination of online playlists, peer-to-peer coaching, and one-on-one tutoring from their teachers.

PLT at Home: Every week, students should be working through their playlists during PLT at Home, or homework. Though each student is different, students should plan on spending time on this homework.

Playlists: Diverse learning resources including texts, videos, presentations, exercises to help students and families learn content knowledge.

Power Focus Area: Students *must* complete these focus areas in order to pass a course and they account for 21% of a student's grade.

Project Time: Students have Project Time for all of their core courses in English, History, Math, Science. They develop deeper thinking and life skills, such as problem-solving, critical thinking, and communication skills through projects that mimic real world experiences.

Real-life experiences: Experiences in Deep Dives and projects where students have authentic opportunities to apply their skills, knowledge, and behaviors so that they can connect their learning to passions and potential careers.

Self-Directed Learning Cycle: The cycle that students follow to ensure that they set and achieve their goals while learning through the process. The 5 steps of the cycle are:

- **Setting a Goal** -- Set a SMART (specific, measurable, attainable, relevant, and time-bound) goal that is challenging.
- **Making a Plan** -- Develop a plan to achieve that goal that has clear action steps and milestones.
- **Learning** -- Learn the content knowledge and skills you need to reach your goal.
- **Showing What You Know** -- Leverage your learnings to perform at the best of your ability to reach your goal.
- **Reflecting on Your Learning** -- Take time to reflect on your performance and understand what helped or hindered you in achieving the goal. Also think about how your performance affects other, or future, goals in your life.

Self-Directed Learning (5 Elements): To become a self-directed learners, students should demonstrate these 5 elements, or behaviors:

- **Challenge Seeking:** Self-directed learners know that they grow best by pushing themselves and embracing challenges.
- **Persistence:** Self-directed learners are persistent even when a task feels difficult and challenging.
- **Strategy-Shifting:** Self-directed learners realize when when it is time to shift strategies, even if it means starting to tackle the problem from scratch.
- **Appropriate Help-Seeking:** Self-directed learners feel comfortable asking for help from peers and teachers, and seek to understand the reasoning behind an answer.
- **Response to Setback:** Self-directed learners learn from failure. They may fail as often, and usually more often, than others. They don't get discouraged by these failures, but realize that these failures are opportunities to learn, shift strategies if necessary, and grow.

Social-emotional learning (SEL): Social and emotional learning (SEL) is the process through which people acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Standardized Test: Any test that is given to students in more than one place is called a "standardized" test. There are "standard" rules for how the test is given and "standard" questions that everyone answers.

Appendices
