



# ALTURAS

## ACADEMY

**EDUCATION | SERVICE | COMMUNITY**

Enrollment will be available to all Idaho students within the primary attendance area, including Jefferson County School District #251, Ririe School District #252, Madison County School District #321 and Northern Bonneville County.

## **Executive Summary**

Alturas Academy is set to expand to Rigby, Idaho, with a new K-8 campus opening in Fall 2026. At Alturas Academy, the focus is placed on teaching students at their instructional level in a small group setting with peers at their same academic level. This is done in a way that allows for a more personalized and effective educational experience. A collaborative environment is fostered in multi-age classes where students support each other in their learning journeys. This approach not only builds a strong sense of community within the classroom but also ensures that every student receives the appropriate level of challenge and support.

Personalized learning and the development of transferable skills are promoted through the instructional model, preparing students for an unpredictable future. Multi-age classrooms are integral to the model, as they enable lessons to be tailored to individual learning levels and styles, rather than following a one-size-fits-all approach. This method ensures that all students, whether needing extra help or ready to move ahead, are engaged and making progress. Inspired by Franklin D. Roosevelt's words, "We cannot always build the future for our youth, but we can always build our youth for the future," a commitment is made to equipping students with the tools and resources necessary for lifelong success. As we anticipate the Fall 2026 opening, we remain committed to providing a transformative educational experience for our growing community, preparing students to excel in an ever-changing world.

## **Part II: A. Grant Project Goals**

**Vision:** To create a community that values learning.

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

**Grant Project Goal #1:** Increase the number of high-quality, rigorous Idaho Charter School seats. At full capacity, Alturas Academy North in Rigby, Idaho, will serve 648 students in grades K-8. Opening in 2026-2027 with grades K-5 and 312 students, the school will add 6th and 7th grades in 2027-2028 and 8th grade in 2028-2029. As the first non-district school of choice in the Jefferson County School District, its enrollment area will also include parts of the Ririe, Madison, and Northern Bonneville County school districts.

**Grant Project Goal #2:** Alturas will provide transportation and offer the National School Lunch Program. Alturas will ensure equitable access to education by providing transportation from day one and participating in the National School Lunch Program (NSLP). Transportation removes attendance barriers, while the NSLP provides nutritious meals, supporting student engagement and learning.

**Grant Project Goal #3:** Alturas Academy North students will attain a balanced, rigorous International Baccalaureate (IB) education preparing them to meet and exceed state academic standards. Alturas will achieve International Baccalaureate (IB) authorization by year three, starting as a candidate school in year one. Offering the Primary Years (PYP) and Middle Years Programs (MYP), the IB program provides a globally recognized, rigorous education that

prepares students for high school success. <https://www.ibo.org/research/key-findings/>

**Grant Project Goal #4:** Alturas Academy students will outperform the state average for proficiency measured by the state assessments for their grade level and subject matter. Alturas students in grades 4–8 will exceed state averages on ISAT math and reading assessments, while K–3 students will outperform state averages in reading fluency on the IRI. Students who attend Alturas from kindergarten through third grade will achieve grade-level reading proficiency by the end of third grade. Additionally, based on national NWEA MAP Growth norms, at least 60% of students will meet or surpass their RIT growth goals, demonstrating significant academic progress and readiness for future success.

**Grant Project Goal #5:** Student demographics will reflect community demographics in all subgroups within 5% (Hispanic, English Language Learner, special needs, economically disadvantaged). We know that academic and personal learning flourishes with diversity. At our school all students will be well-supported to think critically and collaboratively, to value learning, to respect diverse cultures, to be confident in their ability to learn, and to recognize their common humanity and shared stewardship of the planet to the very best of their abilities. Alturas’ SIS will track the enrollment of each of these subgroups and we will compare them to the local school district’s demographics noted in the CSP Grant application.

## **Part II: B. Educational Philosophy, Instructional Practices, and Curriculum**

Alturas Academy North’s educational philosophy is grounded in the core belief that students must be prepared to live, work and positively contribute to a global community and economy in the 21st century. Students will need a comprehensive set of skills, attributes and cultural awareness to be successful. It is the intention of Alturas to utilize the International Baccalaureate

(IB) programs, which are aligned to the Idaho State Standards, to help its students succeed now and in the future. The International Baccalaureate designed its program to develop critical, intellectual, personal, emotional, and social skills.

At Alturas, our educational approach centers on the belief that children thrive when they are taught at their instructional levels, fostering a rigorous and engaging learning experience. Alturas recognizes that each student possesses unique strengths, needs, and learning styles, and it is our commitment to tailor instruction accordingly to unlock their full potential. By eschewing traditional grade-level categorizations in favor of small group instruction, Alturas aims to provide personalized support and foster a culture of collaboration and ownership in every classroom.

In Alturas' multi-age classrooms, students benefit from peer mentoring and collaboration, creating a supportive learning environment where every member contributes to the collective growth. Remaining with the same teacher for up to three years allows for deeper connections to be formed, enabling educators to swiftly identify and address students' individual needs over an extended period. This model is grounded in best practices in education, promoting continuity and a sense of community within the classroom. (Little, 2001; McClellan & Kinsey, 1999; Pratt, 1986).

Within this framework, teachers at Alturas serve as facilitators and trainers, guiding students to become independent, collaborative learners. Emphasis is placed on active engagement, with educators continuously interacting with students throughout the day. By teaching alongside students rather than at them, Alturas fosters a collaborative, safe, and supportive community where every voice is valued.

Central to the educational approach at Alturas is the cultivation of a growth mindset, wherein students believe in their ability to develop their talents through effort, strategy, and input from others. Alturas prioritizes the development of 21st-century skills such as communication, collaboration, critical and creative thinking, recognizing that teaching excellence is achieved through engagement and collaboration. Alturas's program aims to make learning relevant, develop higher-level thinking skills, promote teamwork, and incorporate technology as a learning tool.

Ultimately, Alturas is committed to promoting academic distinction while empowering students to be principled and intellectual leaders. Alturas's mission statement reflects its unwavering dedication to fostering a safe, engaged, and collaborative learning environment where students explore, create, investigate, and analyze, preparing them for success in the ever-changing world beyond the classroom.

### ***Curriculum***

Alturas International Academy, which utilizes the same curriculum and instructional methods proposed for Alturas Academy North, has demonstrated significant academic success. According to ISAT data from IdahoSchools.org, 69.7% of Alturas International students scored proficient in ELA compared to 52.5% in District 91. In math, 61.9% of Alturas International students achieved proficiency, outperforming District 91's 46.3%. These results validate the effectiveness of the curriculum and instructional practices in fostering academic excellence, particularly in a personalized, small-group instructional model.

### ***Reading Curriculum***

We have selected Core Knowledge as our reading curriculum, a highly rated program by

EdReports. Core Knowledge promotes educational equity by ensuring all students, regardless of background, access a content-rich curriculum that addresses achievement gaps and prepares them for higher education and lifelong learning.

The curriculum builds cultural literacy across subjects like history, science, literature, and the arts, helping students connect new knowledge to real-world references. Its sequential structure enhances retention and understanding by building upon prior knowledge. Additionally, Core Knowledge emphasizes critical thinking, guiding students to analyze, evaluate, and apply what they learn, fostering higher-order thinking skills.

Teachers are supported with detailed lesson plans and resources that streamline implementation, ensuring consistency across classrooms. The clear structure also engages parents, helping them support their child's education at home and strengthening the school-home partnership. By providing a comprehensive foundation, Core Knowledge prepares students with the knowledge and skills necessary for advanced studies and future success.

### ***Math Curriculum***

The Engage New York Math curriculum, also known as Eureka Math, is a comprehensive program developed by the non-profit organization Great Minds. Alturas International Academy has implemented this curriculum with notable success, as supported by its high ratings from EdReports. Engage New York Math offers a rigorous, standards-aligned progression of topics from kindergarten through grade 12, ensuring alignment with the Idaho Core Standards. Its coherence across grade levels allows students to build a deep understanding of mathematical concepts and connections over time.

This curriculum emphasizes conceptual understanding over rote memorization, encouraging students to engage in hands-on activities, problem-solving tasks, and meaningful discourse. These strategies, supported by research-based best practices, foster mathematical reasoning and problem-solving skills essential for student success in higher education and real-world contexts. Additionally, problem-based learning tasks engage students in solving multi-step, real-world problems that require critical thinking and persistence, further solidifying their understanding of key concepts.

Teachers benefit from detailed lesson plans, instructional materials, and assessments, alongside professional development opportunities, ensuring effective implementation of the curriculum. Resources also address differentiated instruction, supporting English language learners and students with diverse needs, promoting equity and access for all students.

Beyond mathematics and reading, the school integrates inquiry-based learning in social studies and science, drawing from the Six Units of Inquiry framework by the International Baccalaureate Programme. This approach is carefully aligned with Idaho State Standards to balance meaningful exploration with academic rigor. Together, these curricular choices create a cohesive and research-backed academic program tailored to meet the needs of our student population.

### ***International Baccalaureate Curriculum***

The International Baccalaureate (IB) curriculum for science, social studies, and the arts will align fully with Idaho State Standards, integrating the Next Generation Science Standards (NGSS) where applicable. For science, the emphasis will be on inquiry-based learning, while social studies will incorporate key Idaho history and civics standards within the IB framework,



preparing students for state assessments and fostering global perspectives. The curriculum's six transdisciplinary Units of Inquiry—Who We Are, Where We Are, How We Express Ourselves, How the World Works, How We Organize Ourselves, and Sharing the Planet—teach students how the world operates, evolves, and connects through knowledge.

The foundation of these inquiries is the IB Learner Profile Attributes, which develop students into balanced, caring, principled, and reflective communicators, thinkers, and risk-takers. These attributes enhance essential skills like critical thinking, collaboration, communication, and creativity, preparing students for success in a rapidly evolving world.

Lessons will be project-based and multidisciplinary, designed to be engaging, challenging, and relevant. Students will work in small groups to address critical, real-world questions, fostering problem-solving, analytical thinking, and the application of knowledge. Through collaboration, they will capitalize on one another's strengths, evaluate ideas, build interpersonal skills, and learn to manage conflict effectively. Individually, students will present their knowledge to demonstrate mastery of a subject and the processes they used to achieve understanding. Teachers will provide direct, individualized feedback, guiding students to become more competent and skillful learners while addressing both areas of challenge and success.

This curriculum ensures students not only gain foundational knowledge but also develop the critical skills necessary for lifelong learning and professional success.

### ***PBIS***

Behavioral expectations at Alturas Academy North will follow the established Positive Behavioral Interventions and Supports (PBIS) framework, which is already in use at Alturas International Academy. This system promotes a culture of respect and accountability, ensuring

that students and staff have a safe and positive environment conducive to learning. In addition, the school will incorporate the International Baccalaureate (IB) Learner Profile attributes into its behavioral expectations, fostering qualities such as being principled, caring, open-minded, and reflective. These attributes not only align with the school's mission but also ensure students develop critical interpersonal and leadership skills necessary for success in a global community.

### ***Technology***

Aligned with the educational philosophy of Alturas Academy, which emphasizes student collaboration, personalized instruction, and rigorous learning environments, the school will leverage CSP grant funds to provide 1:1 Chromebooks to all students. These devices offer a straightforward platform for accessing applications such as Google Suite, Khan Academy, Freckle Math, Newsela, and other tools that encourage students to investigate, analyze, and research topics across the curriculum.

To ensure students stay focused on their learning tasks and use technology responsibly, Alturas Academy will implement GoGuardian. This advanced software allows teachers to monitor student activity in real-time, ensuring they remain engaged in educational activities and do not misuse technology or inadvertently access inappropriate material. With features such as classroom management tools, real-time screen monitoring, and the ability to guide students back to the correct resources, GoGuardian provides a safe, structured digital environment. Additionally, it includes content filtering and alerts to protect students from harmful content, supporting Alturas' commitment to a safe and focused learning atmosphere.

Technology at Alturas Academy is not just a tool but a means to enhance learning and promote student engagement. Chromebooks will empower students to explore and collaborate

while deepening their understanding of classroom concepts through interactive, collaborative, and self-directed learning resources.

Alturas Academy leverages the autonomies granted under state statute and ESEA 4310 to create programs tailored to the unique needs of its students. Through multiage classrooms, personalized small-group instruction, and a curriculum emphasizing critical thinking and real-world problem-solving, Alturas ensures students progress at their instructional levels while addressing foundational literacy and math skills. Technology integration, including 1:1 Chromebooks and digital platforms, supports diverse learning styles and fosters engagement.

Teachers are hired on one-year contracts, ensuring a team committed to the school's vision and mission. This approach attracts educators eager to embrace innovative practices and contribute to a dynamic, student-centered environment. Alturas' focus on flexible scheduling, teacher-driven assessments, and adaptable classroom configurations reflects its dedication to providing a high-quality, tailored education for all students.

## **Part II: C. Teaching and Learning**

At Alturas Academy North, the educational philosophy is grounded in tailoring instruction to the academic level of each student rather than their grade level. This approach ensures that students are challenged appropriately, fostering both confidence and mastery. Teaching is designed to address the unique needs, interests, and developmental levels of each learner. In multiage classrooms, students of varying ages and abilities collaborate and support one another, building a sense of community and fostering peer mentorship. Teachers leverage small group instruction to monitor and adjust instruction in real time based on ongoing formative assessments.

### ***Differentiation***

In addition to small group formative assessments, teachers utilize a variety of summative assessments to meet the diverse needs of students. Teachers use assessments such as the MAP, ISAT, and STAR to identify each child's strengths and areas for growth. This data-driven approach informs groupings and differentiated tasks, ensuring all students are engaged and supported at their instructional level.

### ***Interventions***

Alturas Academy North implements robust frameworks such as Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) to address academic, behavioral, and social-emotional needs. Tiered interventions include targeted instruction, scaffolded activities, and strategies such as using math manipulatives or peer mentoring. Students needing additional support are referred to the Child Assistance Team (CAT), which develops individualized action plans to ensure student success and potentially refer students to Special Education.

Paraprofessionals, who meet state requirements to be highly qualified, play a vital role in implementing interventions through a push-in model, allowing students to remain in their general education classrooms. This inclusive approach provides targeted support in small group settings, ensuring that no student is excluded from core instructional opportunities while receiving personalized assistance.

### ***Addressing the Needs of Subgroups***

At Alturas Academy North, students are placed at their instructional level to address the majority of their learning needs. However, certain cases require additional accommodations and supports tailored to specific subgroups to ensure success.

For English Language Learners (ELLs), an English Language Proficiency Plan (ELP) is created in collaboration with the ELL Program Coordinator. Teachers work with parents to provide support at home, ensuring continuous learning. Placement with a peer mentor or a teacher trained in ELL strategies fosters language development in a supportive environment.

Students with disabilities, including those with intellectual disabilities or Autism, receive individualized accommodations such as scaffolded instruction, the use of manipulatives, and targeted one-on-one or small group support from paraprofessionals. Progress is closely monitored to ensure academic, social, and emotional growth.

Gifted and talented students are challenged with differentiated tasks and opportunities to explore advanced topics. After-school programs in areas such as STEM, arts, and enrichment activities allow them to expand their interests. Their curriculum is tailored to be at least one year above grade level, fostering critical thinking and problem-solving skills essential for their development.

These supports ensure that all students—regardless of their unique needs—are provided with the tools and opportunities to succeed academically, socially, and emotionally.

### ***Building Strong Teacher-Student Relationships***

Teachers at Alturas Academy North prioritize building meaningful relationships with their students. Research shows that "the quality of teacher-student relationships is the keystone for learning in the classroom" (Marzano & Marzano, 2003). Positive relationships create a safe and supportive environment where students feel valued and motivated to succeed. Through individualized attention, regular communication, and consistent care, teachers foster trust and understanding, enabling them to better meet the needs of every learner.

### ***Curriculum and Inquiry-Based Learning***

The academic program includes Engage New York Math, Core Knowledge Reading, and the International Baccalaureate Curriculum. All curricula are aligned with Idaho State Standards, fostering a rigorous, inquiry-based approach to education. Inquiry-based learning encourages students to explore complex ideas, make cross-disciplinary connections, and take ownership of their education. The IB Curriculum further enriches this experience by promoting global citizenship and lifelong learning.

Additionally, second language instruction in Spanish provides students with opportunities to develop cultural awareness and linguistic skills. Across all subjects, nonfiction reading, literature, science, mathematics, technology, art, and music are integrated into lesson plans, allowing students to connect their learning to real-world applications.

### ***Inclusivity and Support for All Learners***

Alturas Academy North is committed to ensuring equitable access to high-quality education for all students. This includes students with intellectual disabilities, Autism, English Learners, and Gifted and Talented students. No student will be excluded or referred elsewhere based on special needs. Through individualized instruction, targeted interventions, and a supportive classroom environment, every student is given the opportunity to thrive academically, socially, and emotionally.

Alturas Academy North's teaching and learning strategies create an inclusive, rigorous, and supportive environment where students are empowered to achieve their full potential. By building on the proven successes of Alturas International Academy and leveraging innovative practices such as small group instruction, RTI, and MTSS, the school ensures that all students

will be prepared for success in school and beyond.

At Alturas Academy North, interventions are designed to meet the unique needs of each student by teaching them at their instructional level rather than their academic grade level. This approach ensures that every student receives the tailored instruction they need to succeed. Instructional levels are identified through formative assessments and other data, allowing teachers to adapt their teaching strategies in real-time to address the specific needs of each student. This individualized approach fosters growth and ensures students are appropriately challenged while building their confidence and mastery.

## **Part II: D. Student Academic Achievement Standards**

At Alturas Academy North, student progress will be continuously measured, evaluated, and used to implement targeted, evidence-based teaching practices. A robust performance management system will monitor progress toward academic goals, ensuring that all students, including subgroups such as English Language Learners (ELLs) and students with disabilities, achieve strong outcomes. Teachers and administrators will collaborate to analyze data, adjust instructional strategies, and align goals with the needs of all learners.

### ***Performance Management Plan***

Students will participate in state-mandated testing, they will also participate in the STAR Growth Assessments for reading and math, which will be administered every six weeks, beginning the first week of school. Interim benchmarks will be reviewed and updated annually to ensure progress toward ambitious but achievable goals. For example, the goal is for 60% of students to meet or exceed their RIT Growth goal on the NWEA MAP Growth assessment from fall to spring, and for 50% or more of students to achieve proficient or advanced performance on

the ISAT in the spring. These benchmarks will be adjusted annually based on an analysis of performance trends to ensure alignment with the evolving needs of the student population.

In addition to these standardized assessments, students will participate in formative and classroom-level evaluations to monitor progress toward standards-based grading outcomes. Teachers will regularly review assessment data to ensure instructional adjustments meet the specific needs of each learner. For subgroups, such as ELLs and students with disabilities, targeted measures will be implemented to ensure progress, including small group instruction, individualized support, and scaffolding strategies.

Data from these assessments will inform policy and management decisions, such as the allocation of instructional resources, professional development priorities, and adjustments to the school's curriculum. For example, if subgroup analysis reveals a need for enhanced ELL instruction, additional support may be allocated toward language acquisition resources or training for teachers in best practices for ELL learners.

### ***Data-Driven Instruction***

Alturas Academy North will foster a culture of data-driven instruction, where teachers and administrators use a comprehensive portfolio of assessments to guide teaching and learning. This portfolio will include formative, interim, and summative assessments. Data analysis sessions will occur during professional development meetings on Fridays, where staff will reflect on student performance trends, share instructional strategies, and collaboratively develop intervention plans for students not meeting benchmarks. Weekly Professional Learning Communities (PLCs) will also provide structured opportunities for teachers to analyze classroom-level data, collaborate with peers, and refine their instructional practices.



Through this system, data will drive continuous reflection and improvement at every level of instruction. For example, if STAR Growth results reveal that a group of students is struggling with foundational math skills, teachers will develop targeted instructional plans to address those gaps immediately.

### ***Student Ownership and Goal-Setting***

Students at Alturas Academy North will be encouraged to take ownership of their learning through individualized goal-setting. Teachers and students will collaboratively set S.M.A.R.T. goals at the start of the school year, identify actionable steps to achieve those goals, and monitor progress throughout the year. These goals will align with interim benchmarks, such as growth on the NWEA MAP assessment or achieving standards-based proficiency in specific content areas. Students will receive consistent, individualized feedback from teachers, empowering them to take an active role in their academic growth.

In addition to short-term goals, students will complete long-term projects throughout the year, serving as summative evaluations of their learning. These projects will encourage critical thinking, collaboration, and the application of knowledge across disciplines, providing a deeper understanding of content and fostering essential 21st-century skills.

### ***Standards-Based Grading and Subgroup Monitoring***

Alturas Academy North will use a standards-based grading approach to track progress toward proficiency for all students. This approach provides clear communication of learning outcomes, enabling teachers to identify areas of need and implement targeted supports. Subgroup progress will be monitored to ensure that all students achieve equitable outcomes.

## **Part II: E. Student Demand and Community/Local Support**

Alturas Academy North aims to address the growing demand for its International Baccalaureate (IB) educational offerings in Jefferson County and surrounding areas. The current waitlist for Alturas International Academy is 240 students, highlighting significant unmet demand. Based on a recent survey, 77% rated their interest in the new school as high (4 or 5), emphasizing factors such as proximity to home, school reputation, and the instructional model. Additionally, 63% expressed interest in attending an informational session to learn more about the school. With Rigby experiencing rapid population growth and increasing strain on local K-8 schools, Alturas Academy North will provide much-needed relief while offering families a high-quality, choice-based educational option.

With 19 months remaining before the school's opening, outreach efforts are already underway and will continue to increase to draw additional interest. A recruitment committee and development committee, organized by the Board of Directors, will oversee outreach efforts to ensure equitable enrollment, targeting underserved populations such as students with disabilities, English Learners, and low-income families.

Based on demographic projections aligned with local school districts, Alturas Academy North anticipates a student population that includes 11.25% special education students, 3.25% English Learners, and 47.57% students from low-income households. A budget of \$5,000 has been allocated to marketing and outreach efforts to support enrollment goals. These funds will be used to create recruitment materials, host informational sessions for prospective families, and target underserved populations within Jefferson, Ririe, Madison, and Bonneville school districts. The school will also collaborate with BYU-Idaho's Teacher Education Department to establish partnerships that will support teacher recruitment, provide professional development

opportunities, and offer student teaching placements to ensure a strong, qualified teaching staff upon opening.

Alturas Academy North will build meaningful relationships with local organizations to establish itself as a key member of the Jefferson County community. Partnerships with civic groups such as the Rotary Club, Lions Club, City Council, and local food pantries will foster community service projects and mutual collaboration. Additionally, the school will host events such as educational workshops, lectures, project-based learning nights, and scholastic competitions to engage families and highlight its offerings.

Parents and families will play an integral role in the Alturas Academy North community. The school will provide workshops and orientations to introduce parents to the IB model and instructional practices. Two-way communication will be a cornerstone of family engagement, achieved through weekly newsletters, an open-door policy, surveys, and regular in-person meetings. Families will also be invited to participate in project nights, classroom activities, and school events, fostering a sense of belonging and shared ownership in the school's mission.

To further encourage family involvement, a Parent Booster Club will be established that aligns closely with Alturas Academy North's vision. The Booster Club will focus on supporting student enrichment activities through fundraising and increasing parent involvement through volunteering opportunities. The Booster Club will help facilitate initiatives such as teacher appreciation events, spirit weeks, kindness campaigns, and community food drives while providing critical support for school events like dances and field trips. This Booster Club will not only minimize additional burdens on teachers but will also foster deeper family engagement and support for the school community.

Through targeted recruitment, strong community partnerships, and meaningful family engagement, Alturas Academy North is committed to providing an inclusive, high-quality education that meets the diverse needs of its student population and surrounding community.

## **Part II: F. Effectively Serving all Students**

The educational philosophy at Alturas Academy North is designed to empower all students to engage in critical and analytical collaboration, allowing them to work at their instructional level without being constrained by grade-level assignments. This culture is built on high engagement, clear expectations, and consistent routines. Teachers and staff are trained to foster students' competence, self-determination, and connections with others, creating a community where educationally disadvantaged, low-income, migrant, and other at-risk students feel supported and valued.

For educationally disadvantaged students, the school will implement specific interventions, including small group instruction, peer support, and individualized learning plans. English Learners will have access to English Language Proficiency Plans (ELPs), overseen by certified staff, with additional visual aids, bilingual resources, and modified assignments to support their progress. Low-income students will benefit from targeted academic support programs and access to after-school enrichment activities. Progress for these groups will be closely monitored through regular assessments and collaborative data reviews among staff.

Students with disabilities will be supported through comprehensive Individualized Education Plans (IEPs), monitored by trained special education staff. Teachers will collaborate with paraprofessionals and administration to ensure accommodations are implemented effectively in both inclusion and small-group settings. Professional development for staff will

include strategies for meeting the diverse needs of students with disabilities, with an emphasis on behavior management and de-escalation training.

Alturas Academy North is committed to meeting the nutritional needs of its students by participating in the National School Lunch Program (NSLP). This program will ensure all students, particularly low-income and at-risk students, have access to nutritious meals during the school day. Federal and state funding will be utilized to sustain the program, and meal services will be compliant with all regulatory guidelines.

To address transportation needs, the school will provide bus services to ensure access for all students, including homeless, foster, and special education students. Transportation will also be made available for extracurricular activities, ensuring equitable participation for all students. As proposed in Goal #2, the initial cost of the buses will be funded through the CSP grant. Following the purchase of the buses the school will use state and local funding to continue to provide transportation for their students. The school will regularly review transportation needs to ensure all students are supported.

In addition to academic and logistical support, the school will foster a positive behavioral culture rooted in collaboration and mutual respect. Students will form essential agreements each year to establish a foundation of kindness and discipline. The IB Learner Profiles, which include attributes such as being principled, caring, and reflective, will be integrated into daily lessons and classroom routines to reinforce positive behavior. Teachers will work closely with students to view mistakes as opportunities for growth, providing guidance and individualized support to help them meet behavioral and academic expectations.

By providing a continuum of services that addresses academic, behavioral, nutritional,

and transportation needs, Alturas Academy North ensures all students have access to the high-quality education they deserve.

## **Part II: G. Staffing and Professional Development**

Alturas Academy North will implement a strategic and thorough approach to staffing, ensuring the recruitment, development, and retention of high-quality educators who align with its innovative educational model. Recruitment efforts will include participating in job fairs, leveraging social media platforms like Indeed, and utilizing local connections to attract talented teachers. The school will actively engage recent graduates starting their teaching careers while drawing on current teachers as a valuable resource for referrals. To showcase its unique instructional approach, Alturas Academy North will host open days at Alturas International Academy, allowing potential candidates to observe its instructional methods and collaborative culture firsthand. Additionally, the school's four-day instruction week, which provides Fridays for professional collaboration and development, will serve as a significant draw for educators seeking a balance of innovation and work-life flexibility.

The staffing structure will include an appropriate ratio of teachers and support staff to meet the needs of students, with mentor teachers playing a critical role in orienting new hires to the Alturas instructional methods. The proposed staffing plan ensures a student-to-teacher ratio of 1:24, with a paraprofessional in K-5 classrooms during core instructional time, providing targeted support and enhancing the effectiveness of the instructional model. Positions such as special education teachers, paraprofessionals, and IB Coordinators will ensure the diverse needs of students are met. Recruitment efforts will align with the school's projected enrollment growth and operational timelines to ensure the educational model is implemented effectively from the

school's opening.

Professional development will be a cornerstone of Alturas Academy North's staff support plan. All new teachers will receive IB training to prepare them to implement the curriculum with fidelity. Weekly professional development sessions on Fridays will allow teachers to collaborate, share teaching strategies, and review student data to adjust lesson plans accordingly. Experienced teachers will serve as mentor teachers, mentoring new staff and fostering a culture of shared learning. The leadership team, composed of the Executive Director, Administrator, and IB Coordinators, will actively support teachers by addressing classroom management challenges, refining small group instruction techniques, and providing academic strategy support.

To further enhance professional development, an online video library of best practices from Alturas teachers will be accessible to all staff. These videos, recorded from actual classroom instruction, will be used for coaching conversations, mentoring, and professional growth. The participatory leadership model at Alturas Academy North ensures that all stakeholders—teachers, staff, students, parents, and board members—are part of a collaborative community of learners, supporting continuous improvement and growth.

Retention strategies will focus on creating a supportive and engaging work environment. The four-day instruction week, opportunities for IB training, and access to ongoing professional development resources will help retain high-performing staff. Regular evaluations will be conducted to provide teachers with actionable feedback, guiding their professional growth and aligning their goals with the school's mission.

By implementing this comprehensive staffing and professional development plan, Alturas Academy North will attract, develop, and retain exceptional educators who are committed to

delivering a high-quality education to its students.

## **Part II: H. Financial Management and Monitoring Plan**

Alturas Academy North's 3-year budget demonstrates financial sustainability through detailed planning and sound financial assumptions. An anticipated \$2 million grant from the J.A. Kathryn Albertson Family Foundation, distributed over five years, offsets start-up and operating costs until capacity enrollment is reached. Additionally, Carina VanPelt's Bluum fellowship provides funding and training to establish a strong foundation ahead of the school's Fall 2026 opening.

The financial plan includes inflation adjustments, compensation growth, and a timeline for key expenditures like facility acquisition, construction, and permitting. Financial oversight is managed by the leadership team with support from Raymond James, a Public Finance/Debt Investment Banking firm. Viable financing options include a low-interest USDA loan or a subordinated loan from Building Hope, with plans to refinance through bond financing after four years.

The facilities plan identifies a location in the Rockwell Subdivision, a new development with utilities and highway access. The design, developed with Headwaters Construction, includes classrooms for all grade levels, special education spaces, and 9,000 square feet of collaborative areas. It ensures accessibility and supports for all students, including those with special needs.

The budget also prioritizes targeted interventions for at-risk and educationally disadvantaged students, including small group instruction and special education services. A contingency fund and risk mitigation strategies address enrollment fluctuations, ensuring financial stability.



## **Part II: I. Board Capacity and Governance**

The diverse and professional members serving on the Board of Directors for Alturas Academy North are committed to ongoing professional development and ensuring effective governance. The board is composed of individuals with expertise in key areas, including education, law, finance, strategy, and management, enabling them to perform their responsibilities effectively. To ensure that gaps in skills are identified and addressed, the board conducts regular assessments of its experience, expertise, and needs. Potential board members are evaluated against these needs, with targeted recruitment strategies used to fill gaps in expertise. This selection process ensures that the board has the capacity to oversee the school's operations and strategic direction.

To support new board members, Alturas Academy North has established a comprehensive orientation program. A detailed training handbook introduces new members to the school's mission, vision, board structure, and responsibilities. The board regularly assesses its composition and skills to ensure alignment with the school's evolving needs. This orientation program, combined with ongoing training, ensures all members are equipped to govern effectively.

The Board of Directors will serve as the public agents governing Alturas Academy North and will be legally accountable for the school's operations. Responsibilities include ensuring compliance with the charter under the Idaho Public Charter School Act, monitoring financial and operational performance in accordance with the Idaho Nonprofit Corporation Act, maintaining records in compliance with public records laws, and holding meetings in adherence to open meeting laws. The board will conduct annual leadership evaluations, review academic

achievement goals, and assess school policies and conflicts of interest. To ensure it remains at the governance level rather than intervening in management, the board delegates operational responsibilities to the leadership team while focusing on strategic oversight and policy development.

The board is deeply committed to ongoing professional development. Members utilize Bluum Board Training videos and other training resources, as well as experts in finance and law, including Chris Yorgason, to enhance their knowledge and skills. Training sessions cover essential topics such as school finances, ethics, governance, strategic planning, and academic excellence. Additional training is offered throughout the year in the form of webinars and in-meeting instructions, ensuring continuous improvement. Regular self-evaluations are conducted to assess the board's effectiveness and identify areas for growth. This focus on professional development ensures the board remains equipped to address the challenges of governing a public charter school.

The Board of Directors for Alturas Academy North, which also governs Alturas International Academy and Alturas Preparatory Academy, shares a passion for advancing education in the community through the proper execution and expansion of the Alturas model. With a clear vision and a diverse range of skills, the board is well-positioned to govern effectively and support the school's mission.

## **Part II: J. School Leadership and Management**

The Board of Directors has hired Michelle Ball as the Executive Director for Alturas Academy North, ensuring continuity in the administration of the IB program and alignment with the school's mission and vision. Mrs. Ball also serves as the Executive Director for Alturas

International and Alturas Preparatory Academy and will report directly to the Board of Directors. She has appointed Carina VanPelt as the Principal of Alturas Academy North, beginning July 2024. Ms. VanPelt, a recipient of the J.A. Kathryn Albertson Family Foundation fellowship, will receive extensive training in the Alturas instructional model and culture. With over a decade of leadership and teaching experience across public, private, and charter schools, Ms. VanPelt brings the expertise needed to lead the new school and tailor programs to meet its diverse student needs.

The leadership team will oversee the implementation of the school's mission and vision by hiring personnel, conducting evaluations, and providing professional development. Both the Executive Director and Principal will foster a supportive climate by maintaining a visible presence in classrooms, addressing faculty and student needs, and encouraging community building. The board has established an annual evaluation process for the leadership team, focusing on academic outcomes, operational success, and stakeholder satisfaction, with corrective action plans in place if necessary.

To address operational challenges, the leadership team will implement strategic plans for compliance, finance, and staffing. Mrs. Ball's extensive experience ensures readiness to meet charter-specific requirements, while proactive recruitment and engagement strategies will support enrollment and staffing needs. With its experienced leadership, Alturas Academy North is well-positioned to achieve its instructional and operational goals.